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DOCTORAL DISSERTATION

MAKING SENSE OF SOCIAL MEDIA USE IN UNIVERSITY STUDIES

SOCIAL SCIENCES,
EDUCATION SCIENCE (07S)
VILNIUS, 2016

MYKOLAS ROMERIS UNIVERSITY

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INTRODUCTION

Dissertation topicality. Our world as well as educational processes have been changed by the emergence of Web 2.0 technologies and their applications such as social media. Some theoreticians and researchers (Raskin, 2006; Castells, 2007) explore the ways how mastering new social technologies could ensure a better quality of life. Other researchers (Baudrillard, 2009; Bauman, 2011) try to warn against the risk of mixing reality with illusionary concepts, the appearance of simulated reality which leads to implementation of manipulative projects distorting natural human life. Despite the variety of the attitudes the role of social media is increasing and it is changing the ways people accept and process information.

According to the recent research approximately 95% of young people (age groups 13-17 and 18-29) use social media regularly (Lenhart, 2010). Applications of Web 2.0 technologies get applied more and more in our daily lives, especially in the lives of young people in various places and various social contexts (Hargittai, 2007). Researchers have identified that the generation of future students is already using social media actively; they are profoundly using digital media and creating digital content.

The potential offered by Web 2.0 technologies, which changes social distributions, creates new possibilities and re-moulds our links with objects, places and each other, is not sufficiently explored (Beer and Burrows, 2007). Research into the impact of social media on pedagogics and social links in education is a growing research field (Selwyn, 2007). Research focus in the field of education has a tendency to shift towards student use of social media for studying purposes (Ellison, Steinfield, and Lampe, 2007; Selwyn, 2007). It also is focused on educator use of social media in their teaching practices (Hewitt and Forte, 2006; Mason, 2008; Mazer, Murphy, and Simonds, 2007), transformation of teaching practices while using social media (Cheal, Coughlin, and Motore, 2012) and pedagogue professional transformation (Oberg and Bell, 2012). Social media application and influence on university studies is also researched providing an extensive picture of technology and social media influence on the development of university studies, their democratization processes (Bach, Haynes and Smith 2007), as well focusing on the development of universities inspired both by the political decisions and technology application (Cowen, 2013).

In the national Lithuanian context the research on social media use in education is also acquiring more significance. Petkūnas and Jucevičienė (2006) analyze the change of educational paradigm due to the influence of information technology application. Zygmantas (2007) focuses on the changing requirements for pedagogues. Assessment of technology enhanced learning curriculum has been recently discussed in the national context (Volungevičienė and Teresevičienė, 2011). Duoblienė (2011) provides an extensive introspection into the development and issues of Lithuanian educational system in the broader European context presenting insightful remarks concerning technology and social media application in education. The development of the idea of university and university studies as well as university democratization processes are also analyzed (Kraujutytė, 2002; Samalavičius, 2010) which is an important basis for university modernization. Thus, research on social media use in university studies acquires wide importance in both national and international contexts.

Dissertation research problem and research questions. Prensky (2001) introduced new terms concerning information technology educational use characterizing students as Digital Natives as representing the generation grown up with modern technologies, while introducing university teachers (further teachers) as Digital Immigrants having mastered digital language later and lacking perfection in understanding and skills. Educational problem was identified because of Digital Immigrants teaching Digital Natives, who have different information intake and perception habits being used to multitasking and getting fast information which is fragmented and mosaic. So Digital Immigrants faced the fact that they had to learn communicating through their students' language and style and they have to accept their students' mosaic and simultaneous reality. Cuban (2001) enriches the problem by his observation that teachers mostly use technology to sustain the existing models of teaching rather than innovate although the main expectation is transformation. According to Kirkwood and Price (2014) technology enchaced learning is expected to bring in such benefits as efficiency, enhancement and transformation of the exsiting processes; however, the authors admit that it is not always the case. In 2014 Prensky introduced the term VUCA (variability, uncertainty, complexity and ambiquity) which stresses the growing complexity of our learning and living environments. The term VUCA which embraces variability of the education technologies, what seems appropriate today may not be chosen tomorrow, uncertainty of life paths, the disappearance of reliable 'given' choices which lead to stable future, complexity of the educational and developmental environments, which embrace ever changing and growing technologies and the world itself, and finally pervasive ambiguity, when our worst students by some measures are the best by some other measures. Educational problem tends to remain as variability of education technologies still poses similar challenge to the teaching staff that may not already be characterized as Digital Immigrants but may still be grappling with new appearing technologies of social media.

The concept of digital immigrants introduced by Prensky (2001) may seem to be slightly radical; however, VUCA expressly defines our ever-changing education environments. Teachers cannot shut the realities of the modern world which bring social media into university study process; they have to accept the reality of social media. Similarly the problem is described by McLuhan (2003), who indicates the demise of the times of mechanistic linear philosophy prevalence. The author states that linearity has been replaced by the simultaneity and concentric nature of the digital age with the endless intersection of projections where all types of social media constantly interact with each other. So all the participants of university study process: teaching staff, students and administrators have to move into the simultaneous world of social media used in study process. Selvyn (2012) observes that the research field of social media application in higher education embraces multiple discourses ranging from absolutely enthusiastic ones featuring social media as the panacea to the most resistant ones viewing social media as totally disruptive technology contaminating education and human minds. It provokes to look deeper at the experience of a human being in the study environments enriched with social media with **the main research question** how teachers, students and administrators perceive their experience of social media use in university studies. Additional research questions embrace such matters: what features does the meaning of social media use

university studies consists of; and what dimensions emerge in the perceived meaning of social media use university studies by teachers, students and administrators.

Research object. The research object is the meaning of social media use in university studies. The research investigates the phenomenon of social media use in university studies with the particular focus on the meaning of the „lived experience" of the participants of university studies.

Dissertation research aim and objectives. This investigation belongs to the qualitative research paradigm, which contributes to the broad research field with multiple approaches on the use of social media in university studies. The aim of the present research is to investigate the phenomenon of social media use in university studies based on its participants' lived experience by researching how university study participants: teachers, students and administrators make sense of social media use in university studies through their own lived experience. The meaning is revealed through exploration of teacher, student and administrator personal stories of social media use in university studies. Pursuing the research aim the following research objectives have been set:

1. To present the discourse on social media use in university studies.
2. To provide insights on social media use in university studies through phenomenological approach;
3. To describe in a structural way the lived experience of the research participants: teachers, students and administrators while using social media in university studies;
4. To disclose the multifaceted nature of the phenomenon of social media use in university studies.

Dissertation research novelty. The research field is comparatively new and developing, still embracing many unanswered questions and featuring the prevaling tendencies to apply constructivist approach in looking for the ways how to enhance social media use in university studies for teaching and learning purposes, how to identify procedures that can be easily organized, applied and evaluated. However, the question of human factor seems to be marginalized. Attentiveness, pedagogical relationship, human being in the study environments saturated with technologies of social media can not be easily counted but they are also important in education. In this context the research of the phenomenon of social media application in university studies is absolutely relevant and new as it is directed to look deeper into the assumptions about almighty properties of social media in education and also find out if social media could have some enhancing effect on educational processes.

Dissertation research significance. The multiple discourses on social media use in university studies are often contradictory and include various views ranging from enthusiastic ones to the critical perceptions of social media as disruptive technology. Nevertheless, social media is penetrating into educational arena including university studies and research is carried out on social media educational use. Thus the research of

the phenomenon of social media use in university studies is a scientific research input into the vast field of the research on social media educational use. Educational context is an important factor for learning as it has been proved by educationalists (Lave and Wenger, 2002), so the contextual realities are important while researching social media technology use in university studies. The research creates better understanding of social media use in university studies by revealing how university study participants: teachers, students and administrators make sense of social media use in university studies through their own lived experience, which discloses the meaning of human being in university study environments enriched by social media. The results of the research enable to provide recommendations for social media use in university studies and also envision areas for future research.

Methodology of the research (methods and implementation). Qualitative research paradigm is applied as it helps to understand human experience in specific context (Creswell, 2007) and thus, is suitable to research the human experience in the study environments saturated with social media. Qualitative inductive content analysis by Elo and Kyngas (2007) was chosen as a core method for this PhD research. This method was integrated with the phenomeonlogical hermeneutics by Lindseth and Norberg (2004).

Why pheonmenology? Phenomenological research methodology is used in the dissertation research because phenomenology is sensitive to human activity in educational environments and admits that humans based on their experience continuously and actively create their own unique educational reality which can hardly be measured and classified relying on positivist research paradigm. (Stiegler, 2010; Saevi, 2012; Adams, 2012; Biesta, 2013; Van Mannen, 2013) It is one of the main reasons why phenomenological methodology is chosen for the dissertation research which focuses on educational environment. Another reason is that such research enables to reveal participant voices. Phenomenological perspective also acknowledges inevitable relative subjectivity and research relativity, and recognizes the value of obtaining voices about the phenomenon. (Gadamer, 1999; Lindseth and Norberg, 2004)

Before carrying out the research an overview of what is written on the research object is conducted in order to present the discourse on social media use in university studies and capture the context. The study process is shaped by educators: teaching staff and administrators; however, the voices of learners are important too, especially, having in mind informal character of social media. Thus three groups of research participants: teachers, students and administrators are included in interview series to ensure rounded understanding and also data sources triangulation. In-depth semi-structured interviews (Smith, et al., 2009) with teachers, students and administrators are carried out aiming to explore how research participants: teachers, students and administrators make meaning of their experience of using social media in university studies. Qualitative inductive content analysis as a core research method includes such steps: initial reading of the interview texts, dividing the text into meaning units, abstracting the meaning units and then bringing them into categories, and finally, formulating the themes based on the thread of similarities found in the categories (Elo and Kyngas, 2007).

A phenomenological hermeneutic method developed by Lindseth and Norberg (2004) for researching lived experience is chosen to enrich the research. The method is based on the

philosphical insights by Ricoeur (2000). In terms of data analysis the main four phases are identified (Lindseth and Norberg, 2004): naive reading, structural analysis, comprehensive understanding, formulating the results in a phenomenological hermeneutical way. While analyzing the data, the collected empirical material is overviewed, the meaning units are identified. The meaning units are abstracted and condensed to form sub-themes which are assembled into themes and, if necessary, the themes are joined into the main themes or dimensions. In the stage of comprehensive understanding the main themes, the themes and sub-themes are reflected on by the researcher trying to find associations with researcher insights and relevant literature which helps to illuminate various parts or aspects of the interview texts. Finally, during the formulating of the results in a phenomenological hermeneutical way the meaning of lived experience is formulated in everyday language especially paying attention to using verbs with the ending –ing to better convey the meaning of the lived experience (Lindseth and Norberg, 2004). The integration of the qualitative inductive content analysis with the phenomenological hermeneutics enabled to establish both descriptive and factual aspects related to the research object.

The structure of the dissertation. The dissertation is organized in 4 chapters. Chapter one presents the discourse on social media use in university studies which includes social media definition, analyses social media use in university studies, emerging changes and educational approaches on integrating social media into university studies, embraces phenomenological insights on education and technology. Chapter two presents the methodology used in the dissertation research. Chapter three reports the research findings providing the intertwinned dimensions of the phenomenon. Chapter four includes the scientific discussion in which the multifaceted nature of the phenomenon of social media use in university study process is extensively discussed. Provided conclusions finish the dissertation.

Vocabulary used in the PhD thesis

Social media embraces various forms of electronic communication (as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos). It is a group of Internet-based applications, which allows the creation and exchange of user-generated content. (Kaplan and Haenlein, 2010)

University studies include studies at an institution of higher education offering tuition in mainly non-vocational subjects and typically having the power to confer degrees. University studies provide students with integrated, connected learning experiences that lay the foundation for lifelong intellectual development. (Jucevičienė, et al., 2010)

Higher education represents education beyond the secondary level; *especially***:** education provided by a college or university. Institutions of higher education include not only colleges and universities but also professional schools in such fields as law, theology, medicine, business, music, and art. They also include teacher-training schools, community colleges, and institutes of technology. At the end of a prescribed course of study, a degree, diploma, or certificate is awarded. (Kraujutytė, 2002)

Qualitative content analysis is a research method of anlysing written, verbal or visual communication messages and making valid inferences from data with the purpose of providing knowledge and practical guidelines to action. (Elo and Kyngas, 2007)

Phenomenological hermeneutics is a research approach which states that essential meaning of the lived experience needs to be studied and revealed through the interpretation process. (Lindseth and Norberg, 2004)

Lived experience the concept of "lived experience" (translated from the German Erlebnis) possesses special methodological significance. The German verb erleben literally means "living through something." It is relevant for the human sciences as "lived experience" is described as a reflexive or self-given awareness that inheres in the temporality of consciousness of life as we live it. (Van Mannen, 2014)

Phenomenology (from Greek: *phainómenon* „that which appears" and *lógos* „study") is the philosophical study of the structures of experience and consciousness. As a philosophical movement it was founded in the early years of the 20th century by Edmund Husserl and was later expanded upon by a circle of his followers at the universities of Gottingen and Munich in Germany. It then spread to France, the United States, and elsewhere, often in contexts far removed from Husserl's early work. (Zahavi, 2003)

Phenomenon represents something (such as an interesting fact or event) that can be observed and studied and that typically is unusual or difficult to understand or explain fully. Phenomena are whatever we are conscious of: objects and events around us, other people, ourselves, even (in reflection) our own conscious experiences, as we experience these. (Van Mannen, 2014)

Pedagogical (Educational) relationship designates a special kind of personal relationship between adult and child or teacher and student that is different from other personal relationships. Through educational relationship the teacher presents the learner not merely with some knowledge already possessed but also with the condition for recognizing it as truth. And a student is open to the gift of teaching, a student does not limit himself/herself to the task of learning but is open to the possibility of being taught

– be it school education or the education of adults – it is never that students just learn, as learning implies the process of just something one can only do for oneself. The role of the teacher is to reinstigate dialogical and reflective practices that in turn link people back to the world. Reflecting the importance of being taught educational relationship stands out of key importance. (Biesta, 2014)

Creativity Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others. (Franken, 1994)

1. DISCOURSE ON SOCIAL MEDIA IN UNIVERSITY STUDIES

Phenomenological research strategy allows overviewing what is written on the research object in order to capture the context of the research, so first an overview the existing literature on social media in university studies needs to be presented. Overview of what is written on social media in university studies allows us to capture a picture of the variety of discourses concerning the research object. So the first chapter is devoted to literature overview focusing on social media definition, also presenting social media use in university studies, appearing changes in university studies due to social media use and new educational approaches on how to integrate social media into university studies. It also overviews insights applying phenomenological approach on technology and technology application in education including social media use in university studies. It embraces philosophical background and phenomenological insights on education and technology.

1.1. The conceptual aspect of social media in university studies

Social media is a rapidly developing application of Web 2.0 technologies, so it is important to overview and discuss the definition of social media, to identify what is considered to be social media and what are its main functions and features. Also, ways how educational institutions use social media and how social media could be integrated in university studies are discussed further.

1.1.1. Definition of social media

As McLuhan (2003) states people are creating technologies and then technologies are creating people. People become what they are looking at. While speaking about media McLuhan has in mind means of information and communication, means which have multiple channels, carry multiple meanings and create multiple intersections of meanings and messages this way constantly generating new messages new meanings and new knowledge. Due to the development of technologies media evolved into social media which itself is in the process of ongoing change and constant development. It allows multiple interactions among media users without any limitations of space in real time. The emergence of social media and its rapid evolvement is closely connected with the development of Web 2.0 technologies. LeNoue, Hall, and Eighmy (2011) describe Web 2.0 in the following way, "these applications have provided Internet users with the ability to easily create, contribute, communicate, and collaborate in the online environment without need for specialized programming knowledge". (LeNoue, Hall, and Eighmy, 2011, p. 5)

Social media definition requires special consideration as it has not been finalized yet. Social media is still developing, new applications appear and social media embraces various applications which themselves undergo development and changes. The numerous applications of social media include such developments as wiki, blogging, social networking, podcasting, etc. Kaplan and Haenlein (2010) identify six different types of social media: collaborative projects, blogs and microblogs, content communities, social networking sites, virtual game worlds, and virtual communities. Various technologies include

blogs, picture-sharing, vlogs, wall-postings, email, instant messaging, music-sharing, crowdsourcing, etc. The development of social media causes the ongoing evolvement of social media definition. Thus it is possible to find numerous definitions of social media online. Based on Merriam-Webster dictionary, social media includes various "forms of electronic communication (as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos)."

Boyd and Ellison (2007) provide a definition for social network sites as "web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system." (Boyd and Ellison, 2007, p. 211)

Both definitions recognise social networking as a essential example of social media. However, social media embraces far more applications than just social networking and as it has been mentioned above with the evolvement of social media the applications are developing and changing. Kaplan and Haenlein (2010) identify social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, which allows the creation and exchange of user-generated content." (Kaplan and Haenlein, 2010, p. 61) The common notion connecting the definitions of social media is the mixture of information technologies and social interaction leading to co-creation of knowledge and content. User generated content becomes the main attribute of social media, in addition the content could be changed and modified, redefined and improved by multiple users. Technology permits its users to interconnect in the process of content creation and by using multiple channels steadily modify and change it. Social media extends the range of traditional media which is based on television, radio, newspapers and other printed publications. Both traditional and social media provide the possibilities to reach wide global audiences; however, social media does it almost without any cost or special resources. Social media has an inherent democratic nature which allows its users actively participate without any special training or qualification or even permission to publish their material. Immediacy and recency are supplementary traits differentiating social media from the traditional one. Users of social media can publicize their immediate events and comment on them, they receive instant reactions and the process of creation is in constant continuum. Refashioning is another attribute of social media while traditional media is complicated to change once it has been published. Social media enables the participants to comment change and rearrange its content. Social media provides a publicly open space where people can exchange their ideas and opinions.

Kietzmann and Hermkens (2011) in the framework of social media identify certain functional blocks: *identity* which represents how users create their personal representation; *conversations* which show how users communicate, converse with others; *sharing* which reveals information bits which users introduce and share with others at the same time allowing other users to modify the shared content; *presence* which represents the accessibility of users to others; *relationships* which shows how users relate to each other; *reputation* which mostly represents trustworthiness of users and *groups* which reveal user constructed communities or sub-communities. The defined framework includes functional blocks such as conversations, sharing, relationships, which represent important

aspects in study environments. Learning paradigm in educational contexts requires collaboration and sharing which enable students to actively construct and apply their own understanding and knowledge. Actually, user generated content and its collective active use and redefinition is the main feature characteristic to all social media applications, which is of the utmost importance in study environments as it ensures active learning and knowledge creation.

All in all, the main idea which unites the numerous definitions of social media is the fact that social media is the blend of information technologies and social interaction which embraces various forms of digital communication and which leads to co-creation of content and knowledge. User generated content becomes the main feature of social media, what is more the content could be changed, redefined, improved and modified by multiple users. Technology allows users connect in the process of content creation and using multiple channels constantly modify and change it.

1.1.2. Social media in education

Technological change has influenced education in general in recent years. As researchers identify (Glastra et al., 2004) information technologies including social media technologies have blurred the boundaries between home, work, leisure, learning and play, and have reshaped our life-styles and social interaction. Education has also been influenced by social media. According to Castels (2007) knowledge economy is our best route for success and the Internet is dissolving physical barriers, its technologies like social media are changing the ways people live, learn and study. Social media is pervasive of all spheres of our life and it naturally enters education arena, which poses a question of an effective social media use in education. Rapid development of Web 2.0 technologies and their applications such as social media discloses that it is important to construct understanding about the effective use of these technologies in educational processes (De Rossi, 2007). The numbers of social media users are rapidly increasing and future student generation already actively participates in social media and start creating digital content. Various technologies of social media and their applications enhanced by Web 2.0 possibilities are gaining more and more importance because they stimulate digital literacy and act as effective means of teaching and learning in education. Educational institutions have a possibility to apply Web 2.0 provided advantages like simple and fast creation of micro content and social factor, which ensures instant communication and feedback. Both simple and fast content creation and social factor in their own turn promote further creation and development of digital content at the same time providing opportunities for improving communicative skills which are very important in the study process (Scardamalia, 2002). Educational institutions face the possibilities to use social media in the study process and a number of institutions start using it. Obviously, different institutions choose different ways of using social media. Some institutions attempt to create a safe study environment, so they choose to build their own internal social media networks, other institutions choose integrative outlook and use already existing publicly available social media and try placing the study process into the public space by creating studying communities there. Having in mind the versatility of approaches, it is important to gather and compare versatile insights and experience of numerous authors on using social media.

Theoretical research of social media use in education, practical experience and scientific insights permit to foresee and introduce successful and effective scenarios of the technology use (Siemens, 2004; Mason & Rennie, 2008; Selvyn, 2014). This is especially important in bridging formal and informal education (Burkšaitienė, 2004). Social media could be used as an element of informal education in the process of formal studies developing student creative collaboration in informal medium. If we reflect on how collaboration happens in the real life situations, we will identify that first, students consult each other, then they discuss and finally creatively apply the new ideas by creating new content and new knowledge, what is more, at the same time learning from each other during the whole process. The goal of learning is knowledge preservation, transmission and creative application, so we anticipate that the students will acquire the new information during the studies and apply it accordingly later. Social interaction promotes the process of learning (Paiva Franco, 2008). Collective work on learning tasks enables the students to accommodate different attitudes, negotiate and discuss and to achieve consolidated understanding. Common aims increase the process of learning engaging the application of conceptual knowledge in solving essential problems. The activities of formal education could be successfully related to the activities on social media. Social media enables the use of external sources and also gives grounds for relocating teaching/learning from formal settings into informal situation of real communication on social media. Learners have chances to know each other informally and sometimes student hobbies and supplementary knowledge provide a better approach to tasks and facilitate the study process. Social relations can provide the grounds for informal learning when there is a possibility to get consultations from one's social relations. Using social media also allows create a learning community online as an addition to classroom activities.

New Web 2.0 technologies disclosed the ways for modern forms of communication and creative colaboration on the Internet. Social media is considered to be an exceptional example of the application of new technologies. It acts a driving force itself because it was created outside educational institutions. Many education practitioners and experts assume that the use of social media in the study process casts an essential challenge to educational institutions by raising questions of how to use social media and integrate it into sustainable study process. Education experts admit that social media can have a great influence on education by relating and integrating formal and informal learning. Tools of social media could as well be used for developing skills of creative collaboration by using project work methodology and integrating social media tools into project work. Creativity in learning process means an innovative application of new knowledge for the learner and it becomes transversal skill in educational processes (Scardamalia, 2002). This skill is one of the most important in the study process since it requires the highest degree of thinking and stimulates the learner to find new ways of learning. Thus, using social media tools for problem solving and project work students employ a high degree of creativity which could be involved into the successful study process. Another feature like contacting experts, peers and additional sources of information draws more interest and value into the learning process. Also, learners can publicize their work in the public internet space and this increases student understanding of the importance of their work in wider outlook. In such a way learners can compare their work with peer achievements in a broader context. They have a possibility to experience what their work look like in the context of the study

subject and this gives additional value to the study process. While using social media real information exchange is promoted as well as higher level of collaboration and creativity.

Recently there have appeared many discussions on the use of social media in education (De Rossi, 2007). Although the use of social media in the study process comprises many positive aspects, on the theoretical level there still exist some essential questions. Traditional education organizations are highly structured concerning the content and study process while social media use demands less control of the user generated content. Such a situation poses a challenge to the traditional perception of the effective teaching/learning control. "As it could have been expected, traditional academic institutions usually have a suspicious view towards social media existence in the lives of their students, however, now they have to review all the new aspects and consequences of new technology generated communication which is so popular among the young generation." (De Rossi, 2007, p. 4) Actually, social media use poses the questions of how the process of managing freely generated digital content could be integrated into the traditional teaching/learning environment, and if the skills gained through social media use blend into the traditional teaching/learning environment.

In fact social learning theory is not a nowelty, its foundation approach recognises that social communication is the grounds of the effective learning because learning does not happen in isolation. According to Paiva Franco (2008) statement in his article about e-learning "social interaction promoting cognition is essentially important to ensure the learning process either in real or online auditorium." This approach is supported by Vygotskian proximate zone development theory which Paiva Franco (2008) relies on "distance between what the students are able to achieve themselves and what they can achieve with the help of others allows us to understand how socio-constructivist environment can provide productive learning possibilities." (Franco, 2008, p. 3). Students comminicating and learning in digital environment actually profit both from communication with their peers and teachers who enable the students to attain a higher level of understanding. Online discussions enable students to enrich their study experience. However, the question appears if social media can secure the appropriate context in which skills of social communication could be developed.

De Rossi (2007) discusses the new applications of social media in education and recognises that students use social media for communication, collaboration and creation of digital knowledge. As it has been discussed above learning is not only studying from textbooks but also communication and interaction. Students are able to use social media for performing creative projects and achieving good resuls with them. Before the application of digital technologies and especially social media communication in learning has been limited to the physical space of a classroom. However, social media has enhanced the space available for the social component in learning. The most usable social media in education embraces blogging, facebook, twitter, LinkedIn, google+. The use of social media in education demands for taking into account the interests and needs of the students and also broadening connections with the students not only due to physical presence in the classroom.

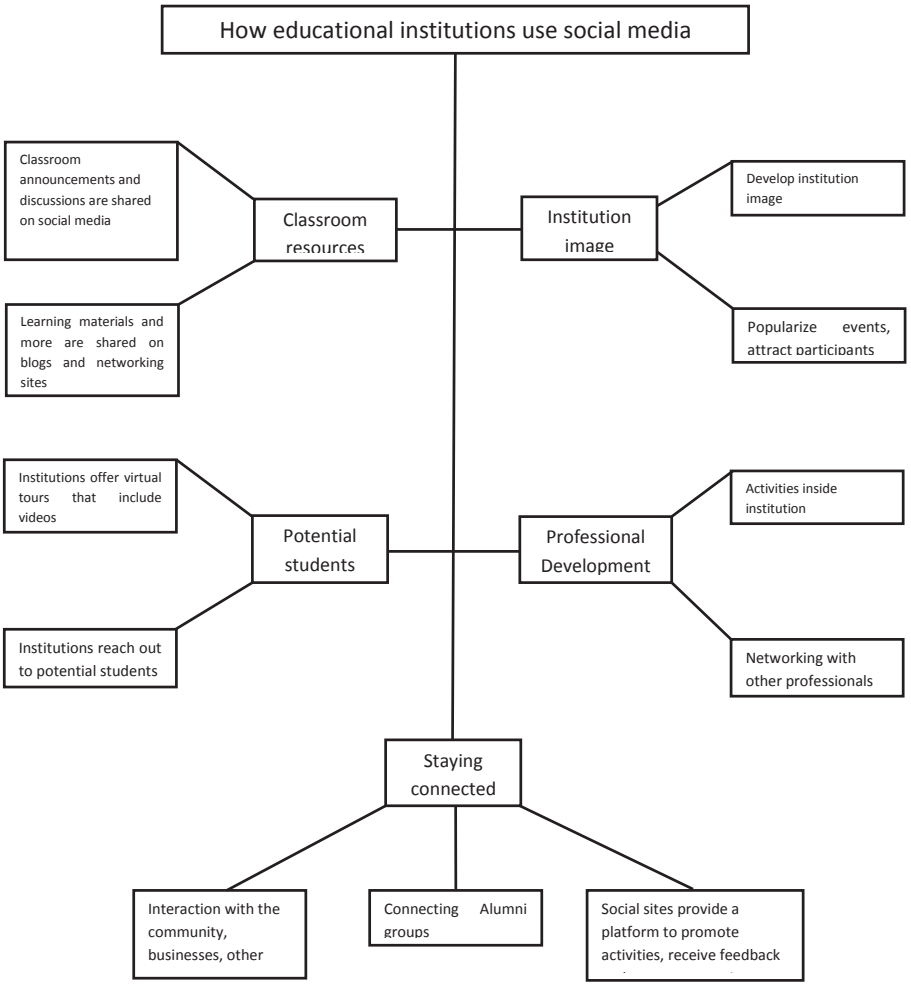

Figure 1. Social media use in educational institutions (*Modified from*: Marquis, 2012, p. 1-2)

According to Marquis (2012) social media is used by educational institutions in certain ways (see Figure 1):

- Classroom resources include: a) sharing announcements and discussions, b) various sites to access important resources, search for information.
- Institution image comprises: event popularization, attracting participants, developing institution representation.
- Reaching out for future students includes: information on the institution, virtual tours, various videos.

- Professional development consists of: a) information on the activities inside institution, b) collaboration with professionals from other institutions, networking with other professionals.
- Staying connected means: a) further interaction through various groups, blogging, conversing, exchanging ideas, getting feedback, b) interaction with the community, various businesses and other organizations, c) connecting alumni groups.

Summarizing the schematic representation of social media use by educational institutions two main trends could be distinguished. Firstly, social media use for learning both by students or teachers for their professional development and, secondly, representative-communicative use of social media to promote the institution and keep wired in the community.

In conclusion, educational institutions use social media in manifold ways including classsroom use for teaching and learning.

1.1.3. Integrating social media into the study process

As it has been discussed above, social media inevitably enters the arena of education including university studies as well. University studies have also been influenced by social media. Therefore, social media use in the study process requests careful contemplation from the teaching professionals. It is necessary to establish the relevant tools to be used for teaching and learning purposes which requests the overview of what the study process consists of and what is being done, and how social media could improve and expand teaching and learning, how it could be applied. Along with the use of appropriate tools creating a learning network to keep the study participants informed as well is important. Bernoff and Li (2008) identify the key points teaching professionals should take into consideration:

- The needs of the audience, what additional assistance with social media technology a need might exist for.
- The aim of teaching and learning, what is required to be achieved is considered and then social media tools are choosen.
- The objectives: how information is going to be presented, how teacher/student and student/student communication is going to be enhanced, how student content creation and use of social media is going to be supported.
- Strategies: how social media is going to be used in teaching and learning, e.g., collaborative writing, multimodal communication, online networking, etc.
- A tool or technology of social media, e.g., a wiki, a community, blogs, etc. Usually after the audience has been identified, the aim, the objectives, strategies and the technology are chosen.

Teaching and learning objectives are of the key importance for educators. Bloom's taxonomy identifies a classification of teaching and learning objectives widely used by educators. Knowledge is connected to the cognitive domain of the taxonomy, which is segmented into six levels. It is also stated that learning at higher levels depends on the previous knowledge acquired at lower levels.

The first level is related to information, facts generally called knowledge. Next level introduces comprehension, ability to understand facts, compare or interpret them. The third level embraces the use of the gained knowledge, for example, solving problems through knowledge application. Then there is the analysis level which includes the ability of breaking information into parts, examining causes and effects. After that synthesis level is introduced which includes compiling information together and combining various elements of information into new patterns by creating alternative solutions, and finally, there is evaluation level connected to making judgments about information and validity of the ideas. The Bloom's taxonomy (see Table 1) is presented below.

Table 1. Bloom's Taxonomy

	Levels	Verbs
Lowest	**Knowledge**	List, define, tell, describe, identify, show, collect, quote, name
↓	**Comprehension**	Explain, discuss, compare, interpret, describe, contrast, outline, restate, summarize, distinguish
↓	**Application**	Apply, demonstrate, complete, illustrate, show, solve, examine, modify, relate, change
↓	**Analysis**	Analyze, explain, arrange, select, separate, connect, infer, order, classify, compare, debate
↓	**Synthesis**	Combine, rearrange, create, rewrite, design, integrate, compose, modify, plan, invent, generalize
Highest	**Evaluation**	Assess, grade, recommend, decide, test, convince, support, measure, select, conclude

Bloom's taxonomy was reconsidered in 1990 and published in 2001 (see Table 2). It introduces the use of verbs rather than nouns in the categorization and the rearranged sequence of the categories, which is organised into the increasing order, in addition renewing the category of highest position. In the revised Bloom's taxonomy creativity is considered to be higher in the cognitive domain than evaluation.

Table 2. Bloom's Revised Taxonomy

Higher Order Thinking Skills	**Creating**
↑	**Evaluating**
↑	**Analyzing**
↑	**Applying**
↑	**Understanding**
Lower Order Thinking Skills	**Remembering**

One of the essential reconsiderations of Bloom's taxonomy was the naming of the levels by verbs representing actions.

Creating – designing, constructing, planning, producing, inventing, devising, making

Evaluating – checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring

Analyzing – comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating

Applying – implementing, carrying out, using, executing

Understanding – interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying

Remembering – recognizing, listing, describing, identifying, retrieving, naming, locating, finding

The verbs represent the action and the activities exercised in the educational processes and provide a clear representation of learning objectives. However, the use of social media in education requires to reconsider the objectives and activities alrady relying on the framework of social media. Thus Bloom's taxonomy was digitized and a new model of digital taxonomy was suggested by addressing the new aspects of social media integration into education. (Figure 2)

Figure 2. Pyramid of Bloom's revised digital taxonomy (Adated from Skiba, 2013, p. 2)

I modified the pyramid (see Figure 2) into the following table (see Table 3), so that the newly created digital taxonomy could be more easily compared to Bloom's taxonomy by incorporating some of social media tools which siut the taxonomical level and could be used in educational activities. The table could provide a better idea how social media tools could be chosen while pursuing certain learning objectives.

Table 3. Social media tools based on Bloom's Revised Digital Taxonomy

Levels	Tools
Creating	Prezi for preparing presentations Wikispaces for collaborative contributions *Key words: adopt, compile, compose, create, design, generate, invent, make, model, organize, plan, portray, publish, revise, rewrite, synthesize, write*
Evaluating	SurveyMonkey for making surveys, evaluating opinions Youtube for evaluating ideas *Key words: assess, compare, consider, contrast, critique, debase, evaluate, explain, interpret, justify, prioritize, prove, recommend, relate, support, test*
Analyzing	Exploratree for building portfolios of useful thinking guides, analyzing the different perspectives *Key words: analyze, classify, compare, contrast, correlate, differentiate, examine, group, identify, order, outline, select, sequence, sort, survey*
Applying	Wikipedia for choosing and adapting information *Key words: adapt, choose, construct, determine, develop organize, practice, predict, present, produce, select, show, sketch, respond*
Understanding	Bubble.us for creating mind maps The Periodic Table of Videos or watching and understanding *Key words: compare, conclude, contrast, define, describe, estimate, explain, identify, interpret, paraphrase, summarize, understand*
Remembering	Delicious for social bookmarking Flickr for sharing photos *Key words: define, describe, find, identify, label, list, match, name, select, show, tell, write*

Accommodation of various social media tools to the teaching and learning objectives of Bloom's taxonomy establishes considerable grounds for social media integration into the study processes. There are multiple reasons for integration of social media in education. First, social media is free of charge and is widely used by multiple audiences. Next, according to the digital taxonomy social media tools fit into the whole range of teaching and learning objectives of Bloom's taxonomy and could be used sucessfully in developing students' higher level learning skills such as creativity and collaboration. In university studies, which are an important part of the broad education scale, social media maintains various needs of students in their personal and study life, improves digital and social media skills necessary for employment in the modern information age. Finally, social media steadily enters university studies domain and modifies the character of education itself. Jucevičienė, et al. (2010) distinguishes a twofold role of social media in university studies. Firstly, social media itself is perceived as learning object which means that teachers and students learn about social media and learning possibilities provided by social media, acquire necessary skills how to use social media. Secondly, after mastering social media technology provided possibilities teachers and students use social media as a learning tool. It means that social media is applied to enhance teaching and learning and

could be defined as teaching and learning tool and method. In such a way social media becomes education technologies. According to the Bologna process the main requirement for university studies is to satisfy student needs and potential to study. Social media use in university studies allows wide use of multiple channels of acquiring information using visual, textual and sound information; it also allows transition from traditional lecturing to individualized active and effective teaching and learning. According to Selvyn (2014) social media as teaching and learning tools and method allows students to manipulate and organize the study content and learning as well as allows students to establish their own approach to the studied subjects.

There is also a broad approach of technology-enhanced learning (TEL) which analyses technology (including social media) application in university studies. According to Kirkwood and Price (2014) the term Technology-enhanced learning (TEL) is used to describe the use of information and communication technologies for teaching and learning. The approach deals with a broad technology application and looking for pedagogical solutions on curriculum design based on technology-enhanced learning. Kirkwood and Price (2014) suggest the potential benefits which TEL might bring into the university studies arena. The benefits include: efficiency, which means that educational processes are carried out in a more effective way; enhancement, which means the improvemant of the existing educational processes and their outcomes; transformation, which means radical, positive change in the existing educational processes or even introduction of totally new processes. Transformation appears to be the key expectation but as the authors admit it is not always the case. However, it should be admitted that technology-enhanced learning is a promisingly developing research field.

To conclude, there are appearing the ways of integrating social media in university studies. Also the variety of social media tools could be used for achieving certain learning objectives.

1.2. Social media and emerging changes in university studies

University studies undergo certain changes related both to technology and society development. The background information on modernization of university studies is ovewviewed. It is stressed that university studies are getting closely related to technology application in education where technology acts as a driving force. Also, inner processes in university studies induce the application of the newest technologies to satisfy the demands of appearing needs and changes in the dynamic of university studies. Various forms of social media and course management systems, which have certain features of social media, are discussed disclosing media choices according to learning objectives.

1.2.1. Modernization of university studies

Nowadays the modernization of university studies is closely tied to the information technology development. Information technology fuelled by its rapid development is becoming pervasive in all spheres of life and is acting as a driving force in changing our life realities. Information technology becomes an active agent having the capacity itself enhance the change. To quote McLuhan (2003) about his insights on media "a medium of

communication is not merely a passive conduit for the transmission of information, but rather an active force in creating new social patterns and new perceptual realities".

Drori & Meyer (2006) discuss scientization of modern life providing an example how science enters such domains like even religion. The authors present a discussion on the problem of the invention of the modern Sabbath elevator which works continuously during the Sabbath by opening and shutting its doors at every floor and thus does not require activation in the form of pushing the button. The religious authorities relied on the scientific conclusions and in fact, the reliance on science has become a routine. There is the semi-academic Institute for Science and Halacha where rabbis regularly consult with the scientists. And the process of scientization even moves forward in decision-making sphere, the same example could be quoted, the scientific response was later embedded in the state law and its enforcement mechanisms. In July 2001 the Israeli parliament passed 'the Sabbath elevator law' which requires the new elevator as a standard in all high-rise buildings, regulates the cost-sharing procedure among the building occupants, and offers a legal enforcement mechanism for the possible violations of the law. So in fact, what the society is facing is the close blend of intertwined science, technologies and education in order to promote even a more rapid technological advancement and focus education towards creation of knowledge, newest technologies and science promotion.

It should be noted that in some international contexts the terms university studies and higher education are used interchangeably as higher education is ensured by university studies. In Lithuania, however, we have a binary system which allows equal functioning of university and non-university studies. Nevertheless, all international processes taking place in international higher education arena equally affect university studies. The implementation of technology driven processes is becoming crucial to most universities (Daniel, 1996) as it promotes the process of higher education modernization. Bach, Haynes and Smith (2007) provide an extensive study of how the growth of the Internet influenced higher education and university studies identifying three main challenges posed by the development of information technology:

1. Availability of quality information and suitability of information systems
2. Ensuring knowledge management and creation remains the main focus in the era of information technology dominance
3. Advancement of IT and information-processing skills

New technologies require new skills to operate them and often the staff is supposed to educate themselves and equip themselves with the newest skills at their own responsibility which really causes stress and adds to the perceived workload (Mason & Rennie, 2008). In addition, in some cases the availability of technology appears scarce that the staff cannot see the sense of learning skills which are not going to be applied. In 2003-2004 when a survey was carried out to explore the state of teaching English in Lithuanian educational institutions there were cases when technology was available at an educational institution but just in administrator office or IT specialist disposition (Antulienė, Liubinienė, Mažuolienė, Šneiderienė, V.Valiuškevičienė, Valūnaitė Oleškevičienė, 2005). I remember 2007 my last year of teaching at a high school before moving to university. The headmaster was dissatisfied with the lack of multimedia managing skills of the teaching staff, while the only one multimedia set was available in the whole school. It meant very scarce possibilities

of regular multimedia use. When I started working at university where each room was equipped with multimedia and mastering its use was a natural and short process. Then I realized that availability of technology enhances the acquisition of necessary skills for its operation.

Bach, Haynes and Smith (2007) foresee an extensive growth of technology use and online learning in higher education due to the factors:

- Rapid technological change which naturally pervades all spheres of life including education;
- Availability of online technologies due to the fact that provision with technology is becoming more and more accessible;
- Changing students lifestyles to acquire a part-time job alongside their studies due to the economic and social conditions;
- Increase in student IT skills as the new generation acquire the skills naturally;
- Growth of higher education to satisfy a growing demand for mass higher education;
- Growth of higher education in the global market fueled by the demand for higher education;
- Globalization processes and the need for international study experience, cooperation and global networks.

The Bologna agreement of the European Union promotes international cooperation between the institutions of higher education. 1990 European ministers' agreement delineated the framework of standardization of higher education process across Europe and encouragement of international cooperation between universities. In the Bologna Declaration, ministers affirmed their intention to:

- Adopt a system of easily readable and comparable degrees;
- Implement a system based essentially on two main cycles;
- Establish a system of credits (such as ECTS);
- Support the mobility of students, teachers, researchers and administrative staff;
- Promote European cooperation in quality assurance;
- Promote the European dimensions in higher education (in terms of curricular development and inter-institutional cooperation).

<http://eacea.ec.europa.eu/education/eurydice./documents/thematic_reports/122EN.pdf>

The document outlines the perspectives of integrated educational system throughout Europe and stresses the importance of cooperation between educational institutions especially between the institutions of higher education.

The extension was Leuven document envisioning student mobility and student-centered learning.

The Leuven/Louvain-la-Neuve Ministerial meeting, held on 28 and 29 April 2009, acknowledged the achievements of the Bologna process and laid out the priorities for the European Higher Education Area for the next decade:

- Each country should set measurable targets for widening overall participation and increasing the participation of under-represented social groups in higher education by the end of the next decade;

- By 2020 at least 20 % of those graduating in the EHEA should have had a study or training period abroad;
- Lifelong learning and employability are important missions of higher education;
- Student-centred learning should be the goal of ongoing curriculum reform.

<http://eacea.ec.europa.eu/education/eurydice./documents/thematic_reports/122EN.pdf>

The importance of employability, lifelong learning and approach focused on student-centered learning clearly stand out in the document as stepping stones in the process of higher education shift.

Universities are influenced by common logic of mass higher education, which means that as organizational units universities are becoming inclusive and flexible organizations, which for European universities is commonly expressed in the Bologna Declaration. Ramirez (2006) presents a university as a rationalized organization which means that like any other organizations universities acquire managerial discourse which is pushing out old socially-related values of human development and fulfillment. However, according Ramirez (2006), who is optimistic, universities have human development goals, they still operate in knowledge production, transmission and preservation sphere. The author believes in the development of socially embedded university which is characterized by broad inclusiveness, social usefulness and organizational flexibility, as the main tend higher education for all promotes the establishment of user friendly university.

Cowen (2013) gives an extensive overview of the development of the British universities as well as touching the world tendencies. The author traces that in the mid-1970s the higher education moved towards mass higher education, in around 1980s there was another move towards effectiveness and efficiency and universities were forced into the market place, finally the author characterizes the present day globalized and technologically equipped world, where universities undergo the processes of internationalization operating in the global markets and embracing technologies. The problems named by Cowen (2013) concern the commoditization of knowledge, students viewed as 'consumers' and learning moving towards training of skilled labour force so called 'mass amateurization'. What is more, the author relaying on Organization for Economic Cooperation and Development (OECD), the World Bank, and The Times ranking data establishes five dominant trends fueled by globalization and internationalization of universities. These dominant trends (massification, privatization, governance and accountability, international mobility, and ranking and world-class university) represent major innovations in response to market competition and also pose challenges to university studies.

The university which was protected by numerous theories claiming it as a special place with academic institutional autonomy providing 'academic freedom' for individuals has undergone changes (Rothblatt, 1997). Higher education is heavily influenced by manifold societal factors and decisions and still amidst all the influences and changes higher education is trying to assert its unique role and vision. So what could they be? Burton (1983) states that traditionally university implements three main goals:

- To accumulate, preserve and disseminate the accumulated knowledge and wisdom;

- Implement practical knowledge in a modern way and develop skills, providing preparation for professional work life;
- Create the future of society by encouraging unrestricted scientific research and experiments.

However the development of modern knowledge, skills and professional qualifications could be adequately implemented if university really perceives and understands the societal changes, is able to construct symbiotic educational and research system. If knowledge like Stehr (2005) views it, is not perceived and treated as just an accumulation of encyclopedic or academic information or productive force or just a commodity but knowledge is perceived as an active agent having the power of reshaping and creating reality. Already at the beginning o the 20th century Oakeshott (1989) dwelled on university education stressing that pursuit of learning is not just seeking for a higher place or status or a certificate, it is an activity broadening one's horizons and equipping with readiness perceive and create new realities. "The pursuit of learning is not a race in which competitors jockey for the best place, it is not even an argument or a symposium; it is a conversation…. One may go to some sorts of art schools and be taught ten ways of drawing a cat or a dozen tricks to remember in painting an eye, but the scholar as teacher will teach, not how to draw or paint, but how to see." (Oakeshott, 1989, p. 97). This way university education or higher education should be distinguished from simple vocational preparation or acquiring a profession or certain qualifications. "A university will have ceased to exist when its learning has degenerated into what is now called research, when its teaching has become mere instruction and occupies the whole of undergraduate's time, and when those who came to be taught come, not in search of their intellectual fortune, but desire only a qualification for earning a living or a certificate to let them in on the exploitation of the world." (Oakeshott, 1989, p. 98)

The question of teaching and instruction is essential in education. E. C. Lagemann (2000) while analyzing the history of American education states that while J. Dewey was trying put forward his ideas on holistic approach to education, his opponents were trying to improve instruction, especially E.L. Trondike worked on instruction improvement using the latest methods in psychology. The difference between instruction and teaching is essential. Teaching allows the existence of multiple perspectives not looking for the final solution, while instruction provides the answers to all the questions and the effectiveness of instruction could be measured. In fact according to E.C. Lagemann (2000) the prevalence of instruction means the triumph of mechanistic approach which uses behaviorist categories to explain life phenomena. It as well leads to what M. Weber (1946) analyzed in his works on bureaucracy of education pointing out that specialized exam system is directed to gradation, certification and preparation of a specialist rather focusing on shaping an educated person.

The ideas of deeper outlook on university education have been supported and developed by contemporary authors. University cannot simply be defined as knowledge acquisition and preparation for professional activities. According to Barnett (1990) university is personality a building and development process directed towards purposeful human transformation; it is more a self-formation process through critical thinking directed inwards and inspiring personal transformation when the learner works

independently and takes decisions independently. University should provide its students with broader outlook and possibility to be able to identify not only strengths but also see the limitations be able to apply critical thinking. Actually the essence of the approach on university as shaping an educated person and providing intellectual freedom has remained the same just contemporary scholars try to analyze the dominant trends of mass higher education and new challenges. Zusman (2005) identifies that universities undergoing internationalization, embracing technologies, being pushed into market place, being ranked by external evaluators face the main challenge of preserving their focus on shaping an educated person. As it has been mentioned above university education is heavily influenced by various societal and technological factors and appearance and application of social media induces certain shifts and reflections on the ongoing processes. To conclude, university change is an onging process embracing dominant trends such as massification, privatization, governance and accountability, international mobility, and ranking and world-class university. It is additionally fuelled by technological change and faces the need to embrace the newest information technology development such as social media.

1.2.2. Learning management systems in university studies

Concerning the certain overlap of the terminology between LMS (learning management systems) and CMS (course management systems) it should be noted that confusion appeared due to the similarities of the definitions, however, according Carliner (2005) LMS were designed for workplace learning environments while CMS were designed for academic purposes. The author stresses the main difference that LMS provide a more personalized approach as they offer catalogues of courses and track learner participation. Nevertheless, Petherbridge (2007) notices a certain blurr between the terms due to the the technological move towards a more personalized learning and thus he identifies the tendency to use a more inclusive term LMS. Currently many universities use LMS such as Blackboard, Sakai, and Moodle. They are used to present course materials, to ensure interaction between teachers and their students and between peers. LMS are stated to be compatible with student-centered approaches based on constructivist theories. Students are enabled to discover and work out the concepts and knowledge using critical analysis and reflection. Multiple information resources on the web, peer discussions, tutor guidance and collaborative activities combined together allow individual students to construct their knowledge of a subject. For example, Dougiamas M. (2002) the creator of Moodle suggests five social constructionist features reflected in Moodle:

1. In a really collaborative environment the participants of educational processes become both teachers and learners.

The activities in Moodle (for example wikis, forums, messaging, databases, glossaries,) allow the users to actively control the shared content within the framework of the courses. Students have the opportunity to act as instructors for other students by sharing and adding their course experience. The instructor's ability to arrange different groups of students to be responsible for sharing may blur the differences between student and teacher roles.

2. Learning is stimulated by creating or expressing something for others.

Moodle has various tools for sharing knowledge. For example, forums allow the sharing of ideas. Wikis may be used for collaborative group work. Databases allow participants to share any type of media, for example, photos or soundtracks or other formats.

3. Learning takes place by just observing the activity of our peers.

Moodle allows both teachers and learners to view the activities of themselves and others. When a student is able to see that other students have performed and handed in a given assignment, then a student might feel the necessity to perform and submit his/her own work. The visibility of online users shows who from the class is currently online, allowing immediate connection via the Moodle messaging system.

4. Understanding the context of others enables teaching in a more transformational way.

The user profile enables the course participants to present information about themselves such as their location, educational and cultural background or any other personal information they would like to present to the group. The individual blogs which are part of Moodle provide a good opportunity for expressing personal ideas publicly. Forums allow to share and perceive the minds and opinions of the learners in the group.

5. Flexibility and adaptability of the learning environment gives possibilities to respond to the needs of the course participants.

Moodle is modular which is very convenient as the components can be added or deleted according to the needs of the group. As well the content can be activated or deactivated as a need is identified. However, some authors express reservations as LMS are just tools designed along the theories of social constructivism and just using the tools do not ensure the application of constructivist principles, the instructor need to apply the methods and approaches which go in line with constructivist theories. Mcloughlin (2008) expresses views that LMSs just replicate traditional paradigms in on-line environments, where traditionally students are approached as information consumers. Other authors Chen & Bryer (2012) note that LMSs give limited opportunities for online sharing and collaboration as student interaction activities are restricted to one class or one semester while in comparison social media tools give a constant opportunity of sharing many-to-many. Although LMSs have social media features there are as well institutional security and privacy requirements which do not allow sharing beyond the limits of an institution. Mason & Rennie (2008) point out that LMS should allow students to personalize and customize their own learning experience rather than aiming to personalize and provide personalized instructions.

"… the e-learning environment in LMSs should provide opportunities for students to learn how to: select, combine, coordinate their cognitive strategies in connection to the new knowledge, and be prompted to reflect on their strateguse, extending their metacognitive knowledge with strategy and capacity beliefs. Despite the strong recommendation, the LMS is often used as a "one size fits all" service to learners, irrespective of their knowledge level, goals, and interests. All students have access to the same instructional material and the same web-based tools without personalized support. All students receive the same exercises irrespective of their pre-existing knowledge and experience. It is not taken into consideration that educational material is presented to a large number of learners who have varied knowledge level, skills, and learning strategies." (Vovides et al., 2007, p. 68)

The authors stress that LMS environment should be organized in such a way to make it flexible and support student self-regulation during learning processes in such a way

fostering self-direct and self-organized learners who are ready to take an active role in their own learning.

1.2.3. Social media choices according to the learning objectives

Social media has many various forms including internet forums, blogs, wikis, social networks, podcasts, photos, video, social bookmarking. Social networking sites are platforms which allow easy communication and sharing between their members and establishing social networks in such a way. Facebook is one of the most popular social networking sites and one of the most researched one. Blogs are dairy-type web pages where authors write regular entries and the format of a webpage allows the readers to engage into discussions with the author, each other and other authors. Wikis are web pages which allow collaborative content creation as the users can contribute and modify the entries. (Šliogerienė, Valūnaitė Oleškevičienė, 2014)

Short videos allow sharing information through web pages containing video sharing services.

Podcasts are short mp3 format audio files which could be downloaded on the computers and then listened to at the time chosen by the users. Podcast web pages allow sharing audio information. Photos are more informative and expressive than words and they convey the content even in the contexts where language could not be understood or mastered properly.

Internet forums are online sites where people could communicate and exchange information in the form of posted messages. Social bookmarking are internet sites which allow people to share and organize online resources and store bookmarks.

If teacher beliefs are based on social constructivist approach viewing learning as based on social collaboration the use of wiki media could be a choice for implementing group projects. In onsite environments students are organized in groups to works together on project tasks, while wiki media allows students to collaborate online fully without meeting face-to-face. Duffy and Bruns (2006) summarize the use of wiki media:

- to develop projects by using wikis for documentation of project work;
- for producing collaborative bibliography by providing reading resources and short summaries of them;
- to produce concept maps by collaboratively mapping ideas;
- for creating documents collaboratively edited and created by the whole group.

Blogs are different from wikis as they do not have the characteristic of multi-authorship, blogs are usually created and run by one author inviting the comments from the blog followers. So if the learning objective is to encourage students to express their ideas, publicize them, to foster their feeling of being confident and outspoken, then blogs seem to be an appropriate media choice. If the learning focus is to develop students' verbal articulation the podcasts may seems a reasonable choice. What is more, if an open discussion needs to be encouraged and students' negotiating skills, expressing opinions and exchanging ideas is the learning objective, then computer conferencing or internet forum seems to be an option.

1.3. Social media and emerging educational approaches in university studies

Discussions on social media-generated approaches to university studies are overviewed. A note is taken of emerging educational theories induced by technological change and related to learning based social media use. It is observed that the initial exaggerated enthusiasm concerning social media use in university studies is changed by a more sober realistic understanding of social media integration into university studies contexts.

1.3.1. Social media-generated approaches to teacher – student interaction in university tudies

"If you took a doctor from the 19th century and put her in a modern operating theatre, she would have no idea what to do, but if you put a teacher from the 19th century into a modern classroom, she would be able to carry on teaching without a pause. The idea remains that students are empty containers which the teacher fills with the knowledge." (By anonymous)

When reflecting on the quote from an English textbook which I used for teaching in 2006 I think that in a modern classroom equipped with all the technology a teacher from the 19th century would get puzzled but what concerns educational approach the idea of the necessity to fill students with knowledge, criticize unexpected ideas or attitudes, desire to instruct, control, test and measure still prevail in many educational contexts. However, it is felt that constructivist approach or student-centered learning is more compatible with web 2.0 tools and technologies.

Open-ended approach, which is getting its power in university studies, based on constructivist theory provides students with opportunities to contextualize learning and negotiate knowledge in a collaborative way which is in line with the basic ideas of constructivism:

- Learning is an active process of constructing knowledge rather than acquiring it;
- Instruction is a process that involves supporting that construction rather than communicating knowledge. (Duffy and Cunningham, 1996)

Learner-centered model is favored which supports and guides the learner in the construction process of learner understanding of the reality of which s/he is a part (Duffy &Cunningham, 1996; Laurillard, 1999, 2002). As well researchers point out the importance of learning based on authentic tasks embedded in the context as learning is viewed as based on socio cultural dialog (Lave and Wenger, 1991). In fact there could be observed an inter-related process that technological development provides ICT rich learning environments including social software tools at the same time fueling the change o learning paradigms which is identified by researches as a need for educational change.

„… and requires the development of learning episodes for students that have dialogue and communication as core features. From this perspective, there is a far greater emphasis on networked rather than linear models of learning and on providing culturally relevant experiential and purposeful learning episodes that than the consumption of abstract knowledge … (Rudd, Sutch & Facer, 2006, p. 4)"

According to Beetham and Sharpe (2007) learner-centered approach involves engaging learners in the process of acquiring different kinds of knowledge practice, new processes of inquiry, dialogue and connectivity. The authors identify some key features of learning which stand out as important in the new learner-centered approach:

- Digital competencies that focus on creativity and performance;
- Strategies for meta-learning, including learner-designed learning;
- Inductive and creative modes of reasoning and problem-solving;
- Learner-driven content creation and collaborative knowledge-building;
- Horizontal (peer-to-peer) learning and contribution to communities of learning, e.g. through social tagging, collaborative editing and peer review.

What is more, the developing and new appearing social media requires certain skills which its users have to master. Rheingold (2010) identifies five key "literacies" for the effective use of social media:

- Attention which means the ability to control, direct, focus or distract one's attention while surfing various types and sources of social media. It is important not to get overwhelmed with details within the social media world but to get one's attention focused on the necessary bits;
- Participation which means being a good participant who is able to participate appropriately, who knows or has that natural feeling when where and what to post or comment to make the sharing and creation process fluent;
- Collaboration which is tightly related to the collaborative nature of social media where the effort of many add to the collaborative product creation. The ability to embrace contributions of the members of collaborative process is of a key importance to be able to collaborate in social media or real world;
- Network awareness means mastering the network nature and understanding how networks work, being able to establish and control one's profile in a network;
- Critical consumption which means being able to navigate in the pool of information and being able to detect meaningful and useful units. Sometimes Rheingold refers to it as "crap detection". It is important to be able to find reliable core information and use it appropriately.

As social media makes a part of our realities and seems here to stay due to its rapid development so a responsible attitude would be to embrace the reality and equip oneself with the necessary skills, "literacies" to be able to live and deal with our realities well. Thus educational theories are naturally influenced by social media development and new concepts and approaches seem to thrive in the environment permeated with social media. Ashton and Newman (2006) break the broad term pedagogy identifying that we have pedagogy (teaching of children), andragogy (teaching adults), ergonogy (teaching people to work) and they identify a move further in recognizing the need for learner autonomy and self-directed learning by considering heutology in which learning is totally controlled and guided by the learner (Hase and Kenyon, 2010). However, the term pedagogy is also used in generic sense to denote teaching people. The emergence of new theories marks new demands for learning and working in social media environment characterized by highly social collaborative nature and constant immersion in the "ocean" of information.

Table 4. New emerging theories (Modified from McLoughlin & Lee (2008))

Theory & author	Main insights	Pedagogical ideas
Conversation theory (Laurillard, 2002)	The conversational approach looks at the on-going learner-teacher interaction, at the process of negotiation of views of the subject-matter which takes place between them in such a way as to modify the learner's perceptions.	Students try to learn relationships among the concepts and ideas trough explicit conversations with teachers regarding subject matter. Student understanding is facilitated through reciprocal dialogue.
Connectivism (Siemens, 2004)	A theory that integrates principles explored by chaos, complexity theory and networking mainly stating that making and sustaining connections is more important than simply knowing.	Learning process is characterised by connecting various types of information and by enabling learners to see the connections between concepts and ideas. Learners need competencies what to learn and the meaning of incoming information.
Navigationism (Brown (2005)	Navigationism is a more inclusive term than constructivism, it includes knowledge creation and ability to manipulate, evaluate and navigate knowledge as well as being able to share knowledge in the process of knowledge creation	Learning is about learner interaction with information and people and about the skills and competencies learners need to survive in the knowledge era.

Laurillard's (2002) conversation theory includes reciprocal changes in an on-going learner-teacher interaction so that re-description of concepts and actions takes place in a continuous dialogue and exchanges. Laurillard (2002) identifies certain basic principles enabling reciprocal learner –teacher interaction:

- The teacher provides intrinsic feedback while controlling the learning environment;
- The learner modifies one's actions in the light of feedback and also reflects on learner-teacher interaction to modify re-description;
- The teacher reflects on learner's re-description and action to modify his re-description and the task and it continues as a reciprocal process.

Laurillard's (2002) theory includes constant reciprocal change; however Siemens (2004) moves a step forward. Siemens (2004) describes connectivism as: "the integration of principles explored by chaos, network, and complexity and self-organization theories" and presents learning as a process which: " … is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing." Siemens (2004) identifies essential learning skills and principles:

- Many learners will move into a variety of different, possibly unrelated fields over the course of their lifetime;

- Informal learning is a significant aspect of our learning experience. Formal education no longer comprises the majority of our learning. Learning now occurs in a variety of ways – through communities of practice, personal networks, and through completion of work-related tasks;
- Learning is a continual process, lasting for a lifetime. Learning and work related activities are no longer separate. In many situations, they are the same;
- Technology is altering (rewiring) our brains. The tools we use define and shape our thinking;
- The organization and the individual are both learning organisms. Increased attention to knowledge management highlights the need for a theory that attempts to explain the link between individual and organizational learning;
- Many of the processes previously handled by learning theories (especially in cognitive information processing) can now be off-loaded to, or supported by, technology;
- Know-how and know-what is being supplemented with know-where (the understanding of where to find knowledge needed).

In navigationism Brown (2005) focuses on student ability to navigate the surplus of knowledge. He states that it is important or students to be able to collaboratively explore, evaluate, manipulate and integrate knowledge available in various sources and modes. Brown identifies certain skills and competencies required in a navigationist paradigm:

- The ability – know-how and know-where – to find relevant and up-to-date information, as well as the skills required to contribute meaningfully to the knowledge production process. This includes the mastery of networking skills and skills required to be part of and contribute meaningfully to communities of practice and communities of learning. This implies that the basic communication, negotiation and social skills should be in place;
- The ability to identify, analyse, synthesize and evaluate connections and patterns;
- The ability to contextualize and integrate information across different forms of information;
- The ability to reconfigure, re-present and communicate information;
- The ability to manage information (identify, analyse, organize, classify, assess, evaluate, etc.);
- The ability to distinguish between meaningful and irrelevant information for the specific task at hand or problem to be solved;
- The ability to distinguish between valid alternate views and fundamentally flawed information. Sense making and chaos management.

As well Brown (2005) provides a summary of the connectivist learning skills and principles required within a navigationist learning paradigm:

- Learning is a process of connecting specialized nodes or information sources;
- Capacity to know more is more critical than what is currently known;
- Nurturing and maintaining connections is needed to facilitate continual learning;
- Ability to see connections between fields, ideas, and concepts is a core skill;

- Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities;
- Decision making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.

If we compare the lists it could be seen that certain learning principles intertwine in both theories. The emergence of new theories and the need for them is related to the nature of social media which turns learning from an act of an individual nature into an act of collective nature embedded into the new realities of social media. If we still remember Oakeshott (1989) and his holistic approach to the essence and function of university education, which is "teaching to see", it seems that holistic approach to learning and living in any reality has been embedded already in holistic approaches by Lao Tzu. "Earthly truths are limited and contradict each other. They lead to common truths but common truths do not obey order and lead to what cannot be ordered" (Lao Tzu, 2009, p. 54)

Which becomes so visible now with the fast developing technologies creating new emerging realities and the need for a learner to be ready constantly navigate and learn in the fluid world of ever changing information and technology. What existed yesterday has been changed by today's reality and what exists today is going to be changed by tomorrow's reality and people need to learn to live in the constant change.

1.3.2. Flexible learning

It appears that student-centeredness, flexibility, interactivity and dynamic learning environment are the central features for having rationale for the choice of media and methods. Mason & Rennie (2008) identify that flexible learning is not a new phenomenon. In fact learning takes place both in the environments of formal education and out of formal settings. Collins and Moonen (2001) defined four key features of flexible learning:

- Technology;
- Educational approach;
- Implementation strategies;
- Institutional framework.

But most importantly they stressed the necessity that flexible learning should be focused on the benefits of the learner. "Flexible learning is a movement away from a situation in which key decisions about learning dimensions are made in advance by the instructor or institution, towards a situation where the learner has a range of options from which to choose with respect to these key dimensions." (Collins and Moonen, 2001)

However as Biesta (2013) tries to convey that the abundant use of the notions "learning", "learner", etc., which he even denotes as the process of "learnification" should not remove our focus from the importance of relationships in educational processes, the importance of responsibilities and tasks of the educators. In fact the author questions the shift from teaching to learning as a naturally contradictory move since too much stress on learning as an individual and individualistic act moves the focus from pedagogy towards a learning

theory and diminishes the role of the teacher and educational approaches. The application of new technology such as social media largely depends on the attitude of the educational institution as a whole unit. As Thompson (2007) identifies, "Web 2.0 is a potentially disruptive technology because of its potential to change the model of university studies form traditional classroom framework to asynchronous 24/7 mode. Institutes of higher education historically do not cope well with disruption, especially in short term; however, coping with this disruptive force could mean engaging students in extended collaborative learning opportunities. From this perspective, the perceived disruption could entail many positive implications for higher education." (Thompson, 2007, p. 9)

It sounds both reserved and optimistic at the same time as the author acknowledges that institutions of higher education including universities need time for adoption of new technologies but as well there are extended learning opportunities within the implementation and use of the technology. Similar insight is expressed by Lamb (2007), "Educators and higher education decision-makers have an obligation to carefully and critically assess new technologies before making radical changes. Taking a more freewheeling approach to content reuse and making campus technologies more accessible to data mash-ups require significant changes in existing practices and attitudes. These changes won't happen quickly and easily." (Lamb, 2007, p. 13)

The educator concerns rest in the main issues:

- The academic staff may feel that they need additional training for the use of new technologies and new technological applications;
- The academic staff have to move towards more student directed learning.

Tapscott (1998) identified interactivity of learning as an educational technique which requires change in education and listed the areas of change:

- From linear to hypermedia learning;
- From instruction to construction and discovery;
- From teacher-centered to learner-centered education;
- From absorbing material to learning how to navigate and how to learn;
- From schooling to lifelong learning;
- From one-size-fits-all to customized learning;
- From learning as torture to learning as fun;
- From the teacher as transmitter to the teacher as facilitator.

In fact social media use has a tendency to shift focus from a teacher to a facilitator of learning which does not mean that a teacher ceases to teach it just means that pedagogical focus shifts and pedagogical relationship shifts towards a more democratic one. Veen and Vrakking (2006) also admit that learning is not just a one-way process and technology can be used to enhance interactive learning.

However, it is not as straightforward easy as it may seem at first sight. Social media just used by itself will not make the existing face-to-face course more interactive nor will solve the problems of the existing course. If the on-site course material, handouts, reading resources are directly uploaded on social media sites without any modifications, the problems like lack o student participation remain the same, so as to reformulate the thought, all the advantages and disadvantages of the existing on-site courses are pasted

onto social media websites. In such a way social media does not work as a panacea. Actually educational approach, the understanding of educational aim remains of the key importance Biesta (2013). The choice of media and activities within it depend on the educational goal. Social media could be used in the variety of ways and what works in one situation not necessarily works in another one. The responsibility of a teacher is to orchestrate the technological means and course materials in tune with the educational goal.

What is more, it is important to make sure the students are comfortable with the technology as while using social media students should focus attention on the activity instead of wasting their time on figuring out social media applications or being distracted by feeling uncomfortable with the technology.

It is also important that activities are worthwhile doing, related to real life experience and have clear learning benefits as students are concerned about using their time effectively. In attention economics approach human attention is treated as a scarce commodity. According to Davenport & Beck (2001) attention is focused mental engagement on a particular item of information. Items come into our awareness, we attend to a particular item, and then we decide whether to act. Within the growing abundance of information in social media human attention becomes a limiting factor in such a way clear and transparent learning benefits might become a factor for retaining students' attention in the opposite situation students may focus their attention and spend time elsewhere.

1.3.3. Complexity of social media educational use in university studies

Many researchers acknowledge the prevalence of social media, its availability and potential to be used in learning environments promoting active learning in university studies (Anderson, 2007; Eijkman, 2008; McLoughlin & Lee, 2010; Selwyn, 2012). Selvyn (2012) states that there are three main reasons for using social media in university studies or higher education:

- Contemporary students start using social media abundantly long before entering the institutions of higher education which makes them used to the connected state, sharing and working collectively;
- Changing relationship of university students to knowledge creation and the settings of formal education;
- The emergence of user-driven education.

However, there are opposite opinions, for example, Friesen & Lowe (2012) identify that social media was not originally constructed for formal education as well they point out that there is a lack of developing such skills like debate and expressing opposing views which are considered necessary in learning environments.

Prensky (2014) stresses the growing complexity of our learning and living environments by the the term VUCA which embraces variability of the education technologies, what seems appropriate today may not be chosen tomorrow, uncertainty of life paths, the disappearance of reliable 'given' choices which lead to stable future, complexity of the educational and developmental environments, which embrace ever changing and growing

technologies and the world itself, and finally pervasive ambiguity, when our worst students by some measures are the best by some other measures.

Moore (1993) indicates that online interaction is transactional in distance and time. The transactional nature of time element is evident in the contexts of the durations of activities where time frames or limits are important in online discussions (Jeong & Frassier, 2008). Jeong & Frassier (2008) investigated how time limits may affect online discussions.

The use of online technologies is turning out to become an important challenge for academic staff as e-learning has impacted and continues to affect higher education in global and local contexts (Donnelly, 2014). There is a growing enthusiasm among academic staff and as well some pressure on the teachers to use new technologies form students even if explicit institutional policies are lacking. The characteristics of blended learning in literature are promising increased learning and student engagement, as well as collaboration. The issue of interplay between new technologies and pedagogies remains the question to be researched. Gredler (2005) suggests that the role of technology in teaching and learning remains an issue for theory development and and research as there is a qualitative difference between 'teaching online' and 'putting a course online'.

Bates (2005) advocates that the lessons learnt while applying technology in education should be kept in mind while applying new emerging technologies; however, as the author observes, the past lessons with the technology application are often ignored. For example the need to redesign and reorganize teaching in order to successfully and fully apply the new technology is often ignored. In addition what should be kept in mind that technologies do not simply roll in, there always have to be efforts to address certain groups of people making sure they get access to the technology.

Selvyn (2012) analyses the place of social media in higher education concerning three main lines: the learner, learning and higher education provision. The author supports the insights of other scholars (Papacharissi, 2010, Subrahmanyam and Šmahel, 2011) claiming that new cohorts of students enter higher education, the students who are more inclined to multitask, are used to digital juggling of their activities and increased autonomy of social activity, being able to choose what they do when where and how. However, it is identified that traditional top-down institutions of higher education are poorly accommodated to meaningfully engage their students, as the author observes "even the best-intentioned universities are able only to offer their students an artificially regulated and constrained engagement with social media". There is a certain clash between hierarchically structured way of communication and learning offered by universities as institutions and the linear ways of social media. It is also observed by Ulbrich et al. (2011):

"Members of the net generation use the web differently, they network differently, and they learn differently. When they start at university, traditional values on how to develop knowledge collide with their values. Many of the teaching techniques that have worked for decades do not work anymore because new students learn differently too. The net generation is used to networking; its members work collaboratively, they execute several tasks simultaneously, and they use the web to acquire knowledge." (Ulbrich et al., 2011. p. 245)

Speaking about learning Thomas and Seely-Brown (2011) identify that learning in social media context is based more on collective exploration and innovation and individual instruction characteristic of formal education is less preferred. This goes in

line with connectivism which stresses the ability actively access information and augment it rather than passively retain information which used to be a traditional way of teaching and learning in the environments of formal higher education. Many scholars admit that universities have the potential to use social media for collective knowledge creation. However, there are some critical attitudes like Carr (2010) who claims that students while using social media „are evolving from cultivators of personal knowledge into hunters and gatherers in the electronic data forest. In the process, we seem fated to sacrifice much of what makes our minds so interesting". Although as Selvyn (2012) observes such critical attitudes are rarely based on extensive research.

Concerning formal higher education provision a kind of tension remains between the scholars who believe that social media could be applied in higher education to its advantage and the ones who are skeptical and see social media as a disruptive technological tool which may disrupt the university in its existing form. Many higher education researchers believe that universities are able to embrace social media and start discussing the emergence of "2.0 pedagogy" which contains innovative approaches of social media use (Lee and McLoughlin, 2010). However, there are also attitudes that social media poses a challenge to the very concept of traditional formal university education and examples like Academic Earth, YouTube EDU and the International University of the People are given to support the views that campus universities are becoming anachronistic in our digital technology era (Suoranta and Vaden, 2010).

Selvyn (2012) observes that the ongoing debate is still not based on substantial research and is of a more speculative nature. In fact, social media use in higher education is not wholly positive or totally negative and should be analyzed in more disputable terms including advantages and disadvantages. The author also observes that the wider context of social media use in higher education remains contradictory as well. First, there remains inequality in access to internet and social media tools and digital divide remains great depending on socio-economic status, social class, race, gender, geography, age and educational background (Jones and Fox, 2009). Also democratic activity of social media appears to be questionable as clear socio-economic inequalities are observed in the contexts of social media and social media environments are not more socially integrated than the offline ones (Mayer and Puller, 2008). In addition not all social media activities are related to educational contexts. Selvyn's (2009) study reveals that around 95% of college students' interactions on social media were not related to their studies, so it seems rational that Hosein et al. (2010) introduce such terms like living technologies which are used for every day social interaction and learning technologies used in educational environments for study purposes. Another concern is about that optimistic expectations about social media enhanced collective creativity seem to be far-fetched. Majority of users of social media applications prefer passive use of knowledge, user creative activities are mostly limited by profile creation, such a situation could be characterized by economical term "logic of collective action" when majority uses the content created by minority (Selvyn, 2012). Actually the situation could be described in Gouseti (2010) words "a cycle of hype, hope and disappointment" reflecting the situation when at the initial state there is sometimes exaggerated enthusiasm which later develops into sober understanding. In this more realistic context Selvyn (2012) identifies two major issues: the discussion on the

nature of the institutions of formal higher education including debates about the nature of institutionalized education and integration of social media into educational environments.

1.4. Cultivating insight: phenomenology on technology and education

The impact of phenomenology as philosophical thought extends beyond philosophy and is used in multiple fields of social sciences such as sociology, psychology, politics, education, etc. The interest in phenomenology probably stems out from wide context of human studies and extensive efforts to understand complex phenomena in the dynamic and mosaic postmodern world. Thus, a note is taken of penomenological insights on human-technology relations and a reshaping impact of the technology use in educational environments.

Gadamer (1999) while analyzing numerous interpretations of Promethean myth points out that Promethean act of giving fire to humans symbolizes human culture based on fire. Fire represents knowledge, the ability to create, the ability to invent new things. The humans in the myth lived in caves and were helpless in the material world before Prometheus brought fire, gave many human arts like astronomy, shipping, medicine, all kind of knowledge and possibilities of technological advancement; however technologies in their own right challenge human existence and in a way disrupt or fragment human life. In fact, Promethean myth embodies the ability of humanity to create, to invent new things bringing more comfort into life at the same time being plagued by their creation like Prometheus is plagued by the mythical eagle constantly eating his liver.

Heidegger (1971) reflecting on things provides two modalities of things or two essential ways we engage with things. The two modalities are using things and thinking about them. In every day life we engage in the first modality using things and perceiving them for granted but sometimes we reflect on the presence of things. Heidegger (1971) gives his example of how the nature of a hammer is noticed when the hammer breaks. He speaks about positionality of things, the notion which discloses the way how the meaning of things is showing and hiding at the same time. Heidegger says "in all this disguising of positionality, the glimmer of world still lights up, the truth of being flashes". Analysing the question of technology Heidegger (1971) reveals that technology is not only tools, he introduces the notion of ontotheology of our existence and speaks that technology enables humans to implement their consuming desires, he warns against the danger of technology which has the power to shape not only our physical but also spiritual and social life.

Ihde (1993) states that technologies should be understood not as mere objects and focuses on human-technology relation. The author distinguishes embodiment, hermeneutic, alterity and background relations. The embodiment relation represents such technologies which became part of our body like body extension, for example glasses, clothes, etc. Hermeneutic relation represents things which are used to measure and interpret our world like microscope and similar equipment. Alterity relations represent such relations with pieces of technology when humans attach personalities to technological devices like cars, computers, where there is a tendency to anthropomorphize the technological objects. The background relations show that some pieces of technology are perceived simply as parts of our environment like electricity, furniture, etc.

Dreyfus (2012) writes about technologies criticizing the optimism of the creators of artificial intelligence. Artificial intelligence optimists envision the future when our brains will be hooked to digital technology which will change our cognitive selves; however, Dreyfus (2012) attaches such a reaction to the natural first step optimism. He is also concerned about rationalization of human practices like friendship, having friends for the reasons of health "Marginal practices always risk being taken over by technological rational understanding and made efficient and productive… As soon as you have friends for your health or your career you've got friendship which is of technological-rational kind." (Dreyfus, 1991, p. 249) His insights are connected to the meanings of friendship and intimate relations in the environments of social media.

The representative of techno genetic phenomenology Stiegler (1998) returns to the Promethean myth trying to show that humanity has been intertwined with technology from the very beginning. The author reveals that Prometheus by giving fire to humans in fact gave them the beginning of technology. According to Stiegler's (1998) interpretation of Promethean myth because of the fault of Epimetheus humans lack the original property of their existence. Epimetheus the brother of Prometheus asked him to let perform the task to blow life into mortals given by Zeus to Prometheus. While this process he gave certain qualities to the creatures and when there was the turn of humans, there were no qualities left. Then Epimetheus went to Prometheus to ask to solve the problem and seeing that humans – weak creatures would not survive, Prometheus stole fire form gods and gave it to humans. So according to Stiegler (1998) humans became dependent on artificial means. They invent tools and technology as artificial body parts or prosthesis and are doomed to life of prosthetic beings – cyborgs, intertwined with technology, creating technology and being affected or created by technology. Stiegler (2010) also analyses the development of technologies of cognition, development of new media and the pedagogical meaning of attention warning against capturing people's attention simply towards commerce of technical industry.

Van Mannen (2014) distinguishes five kinds of human-technology relations stressing their cyborg nature introduced by Ihde (1993).

- First the author speaks about experiencing technology as taken for granted as our life is filled with appearing technologies which are designed to make our life easier, more comfortable and productive;
- Experiencing technology ontically which means that scholars keep trying to identify how various kinds of digital technology like computers, the Internet can be understood;
- Experiencing technology ontotheologically. This is closely related to the Heidegger (1971) insights on technology as always modifying and transforming the world and shaping human experience. Also based on Heideggerian philosophical insights Thompson (2005) discusses the dangers and advantages of technology including educational environments;
- Experiencing technology as technics which is related to Steigler's (2010) insights on human relations with technology revealing the cyborgian human existence;
- Experiencing technology aesthetically. This is related to scholarly studies of sexuality, experience of aesthetic. Perniola (2004) explores how technology influences human relations and the experience of eros, sexuality and aesthetic

of things. Adams (2012) studies how technology influences student-teacher relationship while adapting new media and technologies in the educational processes.

Arnold (2003) gives a substantial analysis of major theoretical approaches on the functioning of socio technological systems. The first approach is techno-determinist or substantive (Feenberg, 1999) relying on linear causal effects and strong beliefs that technology tools enable specific social conditions. Similar ideas are expressed in innovation diffusion models by Rogers (1995). Next social construction approach (MacKenzie & Wajcman, 1999) start from social conditions and finish with technology allowing the existence of multitude of meanings of technology for different people in different social conditions, for example, technology could be cheap or expensive, controlled by engineers or business people. However, both approaches are characteristic of theoretical separation of social condition and technology, which are viewed separately and then cause and effect rule is applied. Network approach goes further stating that both technology and social condition comprise both at the same time cause and effect (Orlikowski, 2000). It provides a further theoretical move not dividing humans and technology but viewing them in binary connection. Similar to the fundamental observation by Heidegger that technology does not change the world but it enframes the world in a certain manner, humans apprehend the world through technological frame, and by seemingly answering a need or a question technology changes the question and the answer at the same time, for example, social networks work not only as means of enhanced communication, they change the understanding of community and communication itself inside the community. Technology acts not only as a tool but on higher metaphysical level. Heidegger observes that by abolishing distance technology did not create the world where humns are closer to each other, actually, distance abolition just lead to destruction of closedness. Borgman (1987) supports Heideggerian ideas by identifying that technology is designed to take the multitude of functions of a process in order to facilitate it; however, finally, technology takes up all the functions and in fact eliminates the process. Idhe (1990) looks at technology through amplification and reduction framework, for example, when a microscope discloses the world of tiny particles, it automatically closses the world of the surrondings in the room.

According to Van Mannen (2014) the practical orientation of phenomenology and its application to research professional activities in education find the beginnings in the writings of the scholars of the Dutch or Utrecht school such as F.Buytendijk, M. Langeveld, F. Bollnow and others. Phenomenology is sensitive to personal and social activities in education and embraces the understanding that life and how we experience it is not always logical or rational, in many cases it demands the uncovering of subtle, enigmatic existential meaning through language and transcendental insight. Phenomenological research addresses a number of educational issues such as learning through the body, writing online, being an authentic teacher, ambiguities in becoming professionals, schools as places that disturb the self, etc.

Especially prolific researchers who are working in application of phenomenological inquiry in educational issues are Max Van Mannen and Catherine Adams with their recent research on understanding learning and teaching online. Van Mannen (2010) explores the

pedagogy of social media technologies and how they alter young students' experience of privacy, secrecy and solitude. The researcher identifies the effects of pedagogy of social media as Momus effects considering the ways students stay in touch with each other and how they experience their intimacies and inner lives. Adams (2010) researches social media use in university studies and observes that taking information and communication technologies into the classroom reshape teaching relations with students and ways of interpreting the world. Technology in use immediately reforms, deforms and invites to conform to the new horizons of our living world. The author frames her paper in the light of Martin Heidegger's "Building Dwelling Thinking" (1951) and "The Thing" (1949), the writings which reveal how new things open new boundaries of our world, new structures of meaning and provokes us to a different style of living and thinking.

1.5. Consolidation of the insights on social media use in university studies

Finally, it is useful to consolidate the main views and ideas concerning social media use in university studies. Social media embraces numerous applications such as wiki, blogging, social networking, podcasting, etc. It should be noted that social media definition is still changing as there appear new forms of social media and the existing forms are constantly modified. Scholars provide numerous definitions for the concept of social media which are related by the main idea that social media is "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, which allows the creation and exchange of user-generated content." (Kaplan and Haenlein, 2010, p. 61). The common thought relating definitions of social media is the blend of information technologies and social interaction leading to co-creation of content and knowledge. User generated content becomes the main feature of social media, what is more the content could be changed, redefined, improved and modified by multiple users. Technology allows users connect in the process of content creation and using multiple channels constantly modify and change it.

In university studies social media could be best presented by the Pyramid of Bloom's revised digital taxonomy which provides various social media tools grouped according to the taxonomical levels and provides a hint how some of social media tools, which match the taxonomical level, could be integrated in educational activities.

It also should be noted that learning management systems (LMS) like MOODLE have social media features although scholars note that LMSs give limited opportunities for online sharing and collaboration as student interaction activities are restricted to one class or one semester while in comparison to a constant opportunity of sharing many-to-many. Although LMSs have social media features there are as well institutional security and privacy requirements which do not allow sharing beyond the limits of an institution. Nevertheless, technically there are possibilities of merging LMS and social media tools together, thus blending the technologies together and making them fall into the same group of social media tools.

Scholars also foresee an extensive growth of social media technology use in university studies due to the numerous factors such as rapid technological change which naturally pervades all spheres of life including education, increase in student IT skills as the new

generation acquire the skills naturally and growth of demand for university studies to satisfy a growing demand for mass higher education.

At the same time social media sets in changes in university studies. Scholars identify interactivity of learning as an educational technique which requires change in education and list the areas of change: from linear to hypermedia learning; from instruction to construction and discovery; from teacher-centered to learner-centered education; from absorbing material to learning how to navigate and how to learn; from one-size-fits-all to learner-tailored learning; from the teacher as transmitter to the teacher as facilitator. In fact social media use has a tendency to shift focus from a teacher to a facilitator of learning which does not mean that a teacher ceases to teach it just means that pedagogical focus shifts towards a more democratic one.

The use of online technologies such as social media is turning out to become an important challenge for academic staff as social media has impacted and continues to affect university studies in global and local contexts. There is a growing enthusiasm among academic staff and as well some pressure on the teachers to use new technologies form students even if explicit institutional policies are lacking. The characteristics of social media use in university studies in literature are promising increased learning and student engagement, as well as collaboration.

The issue of interplay between new technologies and pedagogies remains the question to be researched. Scholars suggest that the role of technology in teaching and learning remains an issue for theory development and research as there is a qualitative difference between 'teaching online' and 'putting a course online'. Learning in social media context is based more on collective exploration and innovation and individual instruction characteristic of formal education is less preferred. This goes in line with the latest theory of connectivism which stresses the ability actively access information and augment it rather than passively retain information which used to be a traditional way of teaching and learning in the environments of formal higher education. Many scholars admit that universities have the potential to use social media for collective knowledge creation. However, there are some critical attitudes claiming that students while using social media „are evolving from cultivators of personal knowledge into hunters and gatherers in the electronic data forest." (Carr, 2010). Although it is observed such critical attitudes are rarely based on extensive research.

It is advocated that the lessons learnt while applying technology in education should be kept in mind while applying new emerging technologies; however, the past lessons with the technology application are often ignored. For example, the need to redesign and reorganize teaching in order to successfully and fully apply the new technology is often ignored. In addition what should be kept in mind that technologies do not simply roll in, there always have to be efforts to address certain groups of people making sure they get access to the technology. New cohorts of students enter university studies, the students who are more inclined to multitask, are used to digital juggling of their activities and increased autonomy of social activity, being able to choose what they do when where and how. However, it is identified that traditional top-down institutions (universities) are poorly accommodated to meaningfully engage their students, as scientists observe "even the best-intentioned universities are able only to offer their students an artificially regulated and constrained engagement with social media" (Selvyn, 2012). There is a certain

clash between hierarchically structured way of communication and learning offered by universities as institutions and the linear ways of social media.

Phenomenological perspective on technology reveals that on one hand technology brings more comfort into human life; on the other hand it challenges human existence by defragmenting and destructing the existince itself, by becoming a technological plague.

From the techno genetic phenomenology point of view humans became dependent on artificial means. They invent tools and technology as artificial body parts or prosthesis and are doomed to life of prosthetic beings – cyborgs, intertwined with technology, creating technology and being affected or created by technology. The development of technologies of cognition and new media pose a warning against capturing people's attention simply towards commerce of technical industry.

Network approach views technology and social conditions intertwined stating that both technology and social condition comprise both at the same time cause and effect. It provides a further theoretical move not dividing humans and technology but viewing them in binary connection. Similar to the fundamental observation by Heidegger that technology does not change the world but it enframes the world in a certain manner, humans apprehend the world through technological frame, and by seemingly answering a need or a question technology changes the question and the answer at the same time, for example, social networks work not only as means of enhanced communication, they change the understanding of community and communication itself inside the community. Technology acts not only as a tool but on higher metaphysical level.

In educational environments (university studies) information and communication technologies including social media brought into the classroom reshape teaching relations with students and ways of interpreting the world. Technology in use immediately reforms, deforms and invites to conform to the new horizons of our living world.

2. METHODOLOGY

The choice of the research methodology is presented briefly noting on the general move form rigorous quantitave methodologies to qualitative approaches allowing to obtain voices of the research aprticipants. A note is taken of phenomenology, its philosophical background and the variety of phenomenological methodologies. Also, a phenomenological hermeneutic method is presented. Finally, a detailed description of the research procedures is provided by presenting the research sample, process, methods, tool, ethical considerations, trusworthiness and research limitations.

2.1. Methodological approach

Historically educational research has undergone changes moving from rigid quantitative approach towards qualitative approach. The criticism of the application of rigid scientific methods in educational research include such arguments as human social life cannot be simply characterized by mechanistic cause and result understanding, that human interaction involves complex processes of negotiation and interpretation and at times determined outcomes cannot be set (Creswell, 2007). The author argues that qualitative research is applicable in researching educational processes which are essentially characteristic of ongoing interpretation and interaction. Otherwise scientific methods used in quantitative educational research lead to practicing positivism which results in rigid standardization (Duobliene, 2011).

Qualitative research does not make any assumptions before the research starts it applies methods which allow capture stories of participants' own experience and allows to achieve the meaning of experience. For my dissertation research of social media use in university studies qualitative inductive content analysis by Elo and Kyngas (2007) has been chosen as a core method and it was enriched with the phenomeonlogical hermeneutics by Lindseth and Norberg (2004). Qualitative inductive content analysis has been chosen depending on the research question, as the dissertation research is intended to investigate how university study participants: teachers, students and administrators make sense of social media use in university studies through their own lived experience. The meaning which research participants have for shared lived experience helps to examine how things really are. As theoretically it could be known how things should be; especially, education is a sensitive area where regulations and instruction may clash with human realities.

Phenomeonlogical hermeneutics enriches the resarch as it enables us to see the real state of the things. Phenomenological research allows sensitively register human realities in education (Saevi, 2012). Social media in university studies is used both internationally and nationally acting as a driving force enhancing technology driven processes. The choice of phenomenological research was inspired by the complexity of the discourses concerning the phenomenon of social media use in university studies and also by the nature of the phenomenon based on the experience of people: teachers, students and administrators who actually apply social media in university studies, who actually experience the phenomenon of our living world. Phenomenological research is based on the approach that every person creates personal educational reality based on personal experience (Saevi, 2012). Additional reasons embrace the fact that phenomenological

approach acknowledges the relative subjectivity of the researcher and the relativity of the research which does not lead to generalizations but lead more to sensitive understanding of human conditions in education and recognizing the value of research participant voices on the topic.

Phenomenological hermeutics

As for the philosophical foundations of phenomenological hermeneutics Heidegger raised the question of whether there exists objective knowledge beyond the limits of human perception (Denscombe, 2003). He suggested that we cannot ever fully access these abstract structures, because our observation is always coloured by our subjectivity. The best we can do is to interpret. According to Heidegger, we are thrown in the world (Dasein), so we are always in relationship with him. We cannot „objectively" observe the world, because we are in a constant relationship with it. One of the key concepts is Dasein (being-there, being in the world), which comes from Heidegger's philosophy. Man is always in the world, he defines himself in the process of life.

Merleau-Ponty thought in a similar way, that we experience the world through our own bodies (Smith, Flower, Larkin, 2009). We only know it through body, so our experience is limited to our embodied nature. Body-subject gets the knowledge of the world through the body experience and through interpreting the experience. It should be noted that Husserl, Heidegger, Merleau-Ponty are the main figures in phenomenological philosophy. Husserl's work reveals how important it is to focus on the experience and its perception. Heidegger and Merleau-Ponty contribute by treating a human being as immersed in the world of objects and relations, in the world of language and culture. They give an impulse toward the interpretive approach, which is based on the notion that a human being exists in the lived world, which is personally experienced by each separate individual. Phenomenology is interested in subjective and conscious human being, emphasizing human wholeness, uniqueness and individuality. Human free will and responsibility are emphasized.

Another important theoretical basis for interpretation in phenomenology derives from hermeneutics, interpretative theory (Smith, Flower, Larkin, 2009). And again Heidegger is a pioneer in hermeneutic phenomenology by merging together the two philosophical thoughts. The beginning of hermeneutics is attempts to interpret texts; however, Heidegger applied it in a broader philosophical context. Heidegger emphasized the person's background and "situatedness" in the world stating that the background delineates the ways of how a person understands the world and through this understanding one determines what is real and perceives the world. To quote Munhall (1989) Heidegger had a view of people and the world as indissolubly related in cultural, in social and in historical contexts. He described this relation as indissoluble unity between a person and the world. Meanings appear as we are constructed by the world while at the same time we are constructing the world from our own background and experiences. There is a constant transaction between the individual and the world as they constitute and are constituted by each other (Munhall, 1989). Hermeneutics is an important part of the development of intellectual thought, and it provides important theoretical insights for interpretation in phenomenology, as phenomenology gets deep into a real phenomenon and the researcher task is to find the meaning of certain manifestations of the phenomenon.

Another important basic theoretical insight of phenomenology is ideography. Ideography is interested in the details of the individual case, which leads to a deep analysis of a specific experience, going into all the subtle manifestations (Smith, Flower, Larkin, 2009). Furthermore, the analysis must be carried out carefully and systematically. The second important thing associated with ideography is that phenomenology tries to figure out how a particular phenomenon is experienced and perceived by specific people in specific contexts. Therefore in phenomenology cases of the analysis of the phenomenon are purposefully selected, and sometimes a separate case analysis can be used. The research is designed so that having analyzed specific cases certain generalizations can be done.

Heidegger introduced interpretation as a critical tool to the process of understanding. Claiming that to be human is bound to interpret, Heidegger (1927/1962) stressed that every encounter involves an interpretation influenced by an individual's background. In fact, a researcher applying interpretive process seeks to bring understanding and disclosure of phenomena through language. What is more, hermeneutics is the study of human activity as texts with a view towards interpretation to find intended or expressed meanings (Kvale, 1996). Supporting Heidegger's view that language and understanding are inseparable structural aspects of human 'being-in-the world,' Gadamer (1999) stated "Language is the universal medium in which understanding occurs. Understanding occurs in interpreting". Gadamer (1999) viewed questioning as an essential aspect of the interpretive process as it helps make new horizons and understandings possible:

"Understanding is always more than merely re-creating someone else's meaning. Questioning opens up possibilities of meaning, and thus what is meaningful passes into one's own thinking on the subject...To reach an understanding in a dialogue is not merely a matter of putting oneself forward and successfully asserting one's own point of view, but being transformed into a communion in which we do not remain what we were." (Gadamer, 1999, p. 32).

Gadamer (1999) considered understanding and interpretation as intertwined together and he also viewed interpretation as an always evolving process, which makes a definitive interpretation not likely ever possible. He considered that methods of phenomenology are not totally objective and separate from the user and expressed his opinion that bracketing was not only impossible but the attempts to manifest bracketing as a method in a way absurd. In fact he introduced the notion that knowledge depends on the context and background and is continuously evolving in the presence of "historicality" of understanding.

Ricoeur (2000) also stresses the need and power of interpretation. The author attaches importance to communication as the main tool which enables to share the meaning of lived experience. Through communication people are able to transfer the meaning of lived experience and the meaning of the text spoken or written is dinamically perceived through interpretation which opens a possible way of perceiving the world, the way of thinking. Ricoeur (2000) recognizes the hermenautic power of transcending the limited horizons of the existential situations through interpretation.

In terms of the phenomenological approach to the research object, it should be noted that the researcher focuses on the respondent's broad experience and its expression in the interviews that best match the content of the experience. The researcher performs the functions of the co-author of the respondent's experience in a variety of ways stimulating the memories of the past activities or encouraging speaking on the current issues and so on.

Phenomenology as a research method

According to Heidegger (1972) "Phenomenology means: to let what shows itself be seen from itself, just as it shows itself from itself. That is the formal meaning of the type of research that calls itself "phenomenology". But it expresses nothing other than the maxim formulated above: "To the things themselves!"

What is important here that the aim of phenomenology is to let it show the essence, the meaning which is in the phenomenon itself and how the phenomenon reveals itself in the course of experience, how it is experienced. Gadamer (1999) analysing the two sources of modern thinking – logos and mythos reveals that one source in essence is enlightenment ideas on which Anglo-Saxon tradition, modern science and technologies are based and the other one is mythos which is a story what is told and it cannot be experienced in any other way just by hearing it. They both are intertwined helping human "dasein" express and understand what shows itself. In addition, understanding is based on hermeneutic circle where the whole is perceived based on separate cases and separate cases are perceived based on the whole.

Phenomenology involves not only the methodology, but also philosophy. Phenomenological philosophy emerged in response to scientism prevailing at the end of the nineteenth century, the philosophical attitude stating that an objective knowledge of reality (and even social reality) can only be based on the natural sciences and their methodology (Van Mannen, 1990). Phenomenology highlighted the peculiarity of social phenomena and sought to distance itself from the prior understanding of a "real social phenomenon" of in order to explain the phenomenon as a conscious experience of individuals stating that a social phenomenon is what it is experienced by a variety of individuals.

Phenomenology examines the human experience since the phenomenon is known to people through their personal experience. This approach is particularly interested in social existence, it stems from a philosophical interest into the essence of being in the world (Heidegger, 1962). Phenomenology has become popular in the social sciences, especially sociology, psychology and the educational science. Phenomenology is sometimes presented as an alternative to positivism, as this approach emphasizes (Creswell, 2007):

- Subjectivity (versus objectivity);
- A description (versus analysis);
- Interpretation (versus measurement);
- Factors (versus structure).

Alternative to positivism is strengthened further by the fact that phenomenology examines lived experience of people based on the claim that these experiences are conscious. Phenomenological researcher tries to describe the nature, essence of these experiences, rather than to analyze or explain them.

Currently the variety of phenomenological methodologies and multiplicity of methods and issues analyzed are observed (Embree, 2001; Gill, 2014). Phenomenological tradition embraces a variety of tendencies within multiple schools of phenomenology, multiple disciplines and sub-disciplines. Amongst the developing variety of multiple phenonemological methodologies Gill (2014) presents and discusses five

phenomenological methodologies by comparing the varying assumptions, aims and steps of analysis. The author observes that both Sander's phenomenology and Giorgi's descriptive phenomenological method belong to descriptive phenomenology and bracketing is essential for their phenomenological inquiry, while Van Mannen's hermeneutic phenomenology, Benner's interpretative phenomenology and Smith's interpretative phenomenological analysis reject the idea of bracketing by acknowledging the researcher's limitations and involuntary presuppositions. The author points out that different methodologies put emphasis on different analytical activities. For example, Van Mannen's hermeneutic phenomenology is focused on depthful writing aiming to transform lived experience into a textual expression of its essence. Other researches focus more on identifying meaning units and possible themes in order to obtain the structure of the experience. Some phenomenologists (e.g., Lindseth and Norberg, 2004) suggest structurally condensing the meaning units found in the raw data into sub-themes and themes by using tables. It is evident that various phenomenological methodologies apply a variety of methods of analysis; however, they embrace the main aim to investigate the meaning of lived experience.

Having in mind the multiple variety of phenomenological methodologies Embree (2001) observes that „there is a great deal of national and disciplinary myopia within phenomenology, which is to say that scholars tend to focus upon what is happening in their own disciplines and schools" rather than taking a wider embracing view. The author expresses his preference for the synthesis of various methodologies and practicing a generic approach.

According to the author phenomenological study is aimed to describe, understand how different individuals experience a phenomenon, what meanings they attach to the phenomenon. The researcher's focus is on the phenomenon and how the phenomenon is experienced by different individuals. The researcher is looking for what is common to the different experiences of individuals, what all individuals experience faced with the phenomenon (Embree, 2001). The common experience, rather than the prior knowledge of the researcher of the phenomenon as a part of the reality, is the essence of the phenomenon. The researcher collects data from individuals who experienced the phenomenon, and examines what and how they have experienced. The author arrives at the conclusion that the variety of phenomelogical methodologies is united by the same research focus and, what is more, the synthesis of phenomenological methodologies is given a preference.

For my dissertation research a phenomenological hermeneutic method developed by Lindseth and Norberg (2004) for researching lived experience was chosen to perfom a research. The method is based on the philosphical insights by Ricoeur (2000). Following the insights by Ricoeur (2000) communication is crucial in human existence because communication is the main tool which enables to share the meaning of lived experience. The experience is always personal but due to communication the meaning of the experience could be shared and becomes public. This way, communication enables us to overcome the untransferable nature of the lived experience. The author discloses the capacity of communication which allows transferring the meaning of the lived experienced to others.

Phenomenological research procedures

In terms of phenomenological research procedures there can be distinguished the following main steps (Moustakas, 1994; Lindseth and Norberg, 2004; Gill, 2014)):

- The research phenomenon and aim are identified;
- Empirical material is collected;
- The data is analyzed;
- The researcher constructs a description revealing the essential aspects of the most important themes in the raw data.

Another important issue is the research sample. The number of participants in the sample depends on the researcher's commitment level to the analysis of cases; (deeper-less-more). Acording to Benner (1994) the main factor is the saturation, when the researcher notices that no longer new details appear, things become repetitive; however, other phenomenology methodologies do not require saturation Gill (2014). Also it is important for the sample size the richness of the individual cases. In the selection of the study participants the ability of participants to reflect on their experience must be taken into account. It is advisable to select purposeful sample by slecting the research participants who actually have had the expierence related to the research phenomenon (Lindseth and Norberg, 2004; Gill, 2014). There are some pragmatic difficulties a researcher may encounter. The decision making is sometimes a practical problem. (Which people is the situation actual to? How easy is it to make contact with them?) The other issue is possibility to have the participant's background information as it is not always openly available.

As the main methods of data collection can be identified (Gill, 2014): semi-structured interviews; unstructured interviews; diaries; autobiographical narratives. Van Mannen (2014) advocates for unstructured interviews by asking the research participants to narrate their lived expierences with a minimum of interruptions, nevertheless, if necessary encouraging the research participants by asking additional clarifying questions, for example: „Can you tell me more?", „Can you give me some examples?". Other researchers (Moustakas, 1994; Smith, Flower, Larkin, 2009) prefer to enter the research field already having prepared a semi-structured interview, what they call a „shedule" which helps to facilitate an interaction with a research participant. The authors suggest including such questions: „Can you tell me more how you started?", „Could you describe the best or the worst expierence?", „What are the stages involved in the experience?", How do you feel about the experience?"

Actually, open-ended questions are used in interviews to get rich and detailed descriptions of the phenomenon being studied. For example, questions might include issues such as (What is the feeling of being unemployed?) Research questions focus on the important aspects of the experience at critical moments or everyday life. They may include (Moustakas, 1994; Smith et. al,, 2009): hot cognition which involves current problems or dilemmatic situations, or cold cognition which deals with the long-term, life experiences reflection. For my dissertation research I chose semi-structured interviews because I preferred to feel ready and be able to focus more on establishing the positive rapport with the research participants.

In terms of data collection, it is important for the researcher to apply a good tactics how to conduct interview which include the following (Smith et al., 2009):

- Asking sensitive questions later;
- Selecting pace and rhythm of the conversation;
- Teaching the participant to engage in a conversation;
- The importance of clarification for the emergence of details.

In terms of data analysis the main four phases can be identified (Lindseth and Norberg, 2004): naive reading, thematic structural analysis, comprehensive understanding and formulating the results in a phenomenological hermeneutical way. Before the analysis, the interview content is transcribed. Then, the transcribed interviews each are read many times in order to grasp the meaning as a whole. According to Lindseth and Norberg (2004) naive reading allows the text to speak to the researcher and allows formulating the naive understanding which guides the structural analysis. Structural analysis allows to validate and adjust naive interpretation and get deeper meaning. At this stage the meaning units are identified. They could be a part of a sentence, a sentence or a few sentences, in other words a piece of a text which caries one meaning. The meaning units are abstracted and condensed to form sub-themes which are clustered into themes and, if necessary, the themes are joined into the main themes. Finally, in the stage of comprehensive understanding the main themes, the themes and sub-themes are reflected on by the researcher trying to find associations with researcher insights and relevant literature which helps to illuminate various parts or aspects of the interview texts (Lindseth and Norberg, 2004).

Detailed descriptions and quotations to illustrate the meanings of the developed themes are used in reporting the findings. It can also be reflected on and compared what the collected data reveals and what is claimed according to some theories. This interpretation is additional, of a secondary character. It provides the text and experience with even more colours, it reveals a secondary sense, conflicts, resistance, what the research participant does not see.

The way all the cases are analyzed is the following. We start from the case 1 themes and look for the evidence of this theme with case no 2. New themes may appear in the experience of case no 2. As it is a cyclic process, we return to the case 1 and quickly review whether this new theme is also in case 1. This way we go through the steps of the analysis several times, comparing cases one with each other changing and adjusting themes and clusters. A subjective creative work is received, but inductive qualitatative research does not require purified objectivity. Another investigator may find some different nuances (Lindseth and Norberg, 2004).

2.2. Research process

The research process embraced three main stages which included literature overview on social media use in university studies (2011-2012), establishing data collection method and the tool (2012), and conducting qualitative research on meaning making of social media use in university studies (2013-2014).

Since the definition of social media has not been established yet as social media is still developing, including new applications development and changes, so first it was important

to establish the working definition of social media. Then conducting the literature overview has lead to the observation that the discourse on social media use in university studies embraces multiple controversial views including absolutely enthusiastic ones perceiving social media almost as the panacea to the most resistant ones viewing social media as disruptive technology damaging education environments and human minds.

The question of human factor in the study environments filled with technologies of social media seems to be marginalized. Thus, qualitative research paradigm has been chosen for the research as it helps to understand the human experience is suitable to research it in the study environments saturated with social media. Three groups of research participants: teachers, students and administrators have been set up for the interview series to ensure rounded understanding ans also data sources triangulation. The method of in-depth semi-structured interviews has been chosen as a method of data collectiona and the tool has been worked out.

Finally the qualitative research on meaning making of social media use in university studies has been conducted. It embraced the integration of the qualitative inductive content analysis with the phenomenological hermeneutics which enabled to establish both descriptive and factual aspects related to the research object.

2.3. Sample

Qualitative research was carried out to gain deep understanding of how university study participants: teachers, students and administrators make sense of social media use in university studies through their own lived experience. Three research participant groups were identified: teachers, students and administrators because of a twofold reasons: to follow the aim of the research, to get rounded understanding and to ensure data sources triangulation.

Initially, paying attention to the research object it was acknowledged that university studies are shaped by educators: teaching staff and administrators; also the importance of the recognition of the voices of learners was identified, especially, having in mind informal character of social media. This way three groups of the research participnats were established which included teachers, students and administrators. According to Smith, et al. (2009) different groups of the research participants are particularly useful to ensure rounded understanding and also data sources triangulation.

The criterion-based sampling and the snowball sampling were applied in the research. First, purposeful sample was applied which means selecting the research participants who actually had the experience related to the research phenomenon. It was ensured through the method of criterion-based sampling. A list of criteria for selecting the research participants was drawn up which included the following criteria: nature of work (specialists who apply social media in their work with students) and experience using social media (administrators and teachers at least three years of job experience using social media).

The ongoing advance of social media into university studies has a global character and affects the local processes in university studies driving towards globalization. In fact, global and local get intertwined into oneness. At the beginning of the research there was a good possibility to get access to some international coverage through sampling. The starting

point of the sample formation took place within the framework of Grundtvig multilateral partnership project "Institutional Strategies Targeting the Uptake of Social Networking in Adult Education (ISTUS)". The project team involved specialists working with social media from universities based in 7 European countries: Germany, Switzerland, Italy, Finland, The Netherlands, The UK and Lithuania. The universities involved in the project provide study programs ranging from undergraduate to PhD where learning takes place onsite or in a mixed mode. The offices responsible for academic and scientific affairs in the institutions were consulted before planning the interviews to get their recommendations for choosing research participants who were known as successfully using social media for education purposes and who met the established criteria. Collective work on the project allowed establishing warm personal relationships with the offices of scientific and academic affairs which helped to invite people for interviews and to establish a positive rapport.

Then, the snowball sampling was applied. The recommended contacts were reached either personally or via email by delivering cover letters which provided information about the aim of the research. The contacts were free to decide about the participation in the research and provided their decision of accepting or refusing to participate in the research personally or via email. The student respondents were chosen according to the recommendations of the teacher respondents who teach them and could recommend as active social media users. The process of moulding the size of the sample was continued until the topic was exhausted, no new perspectives in the data appeared.

Participant profiles

A total number of interviewees consist of 14 teachers, 15 students and 9 administrators. A brief description of the research participants is provided to present their backgrounds and perspectives related to their experiences of social media use in university studies. Each participant is given a pseudonym to ensure confidentiality and protect identity.

The group of teachers consists of 14 research participants:

T1 has been teaching for over 10 years, broadly applies technologies and social media in teaching. (Finland)

T2 has been teaching for 7 years and has been applying technologies and social media in teaching, also helps colleagues with various social media applications. (The Netherlands)

T3 has been teaching for over 10 years, applies technology and social media in teaching. (Switzerland)

T4 has been teaching for 10 years and is interested and works with technologies and social media in teaching. (Italy)

T5 has been teaching for over 10 years, is a specialist in technology enchanced learning, the main research interests include online and blended learning, technology and social media application in teaching. (The UK)

T6 has been teaching for 4 years and is interested in technology and social media application in teaching. (Germany)

T7 has been teaching for over 20 years, has been involved in technology and social media application in teaching since the beginning, organized various courses on technology and social media application in teaching for the teachers all over Lithuania. (Lithuania)

T8 has been teaching for 9 years and has been applying technologies and social media in teaching, also teaches and helps colleagues with various social media applications. (Lithuania)

T9 has been teaching for 19 years and also specialises in technology and social media application in teaching. (Lithuania)

T10 has been teaching for 15 years and is interested and works with technologies and social media in teaching. (Lithuania)

T11 has been teaching for 17 years the main research interests include innovative teaching methods, technology and social media application in teaching. (Lithuania)

T12 has been teaching for 10 years and is really enthusiastic about technology and social media application in teaching. (Lithuania)

T13 has been teaching for 7 years the main research interests include technology and social media application in teaching. (Lithuania)

T14 has been teaching for 5 years, heavily uses technology and social media applications in teaching. (Lithuania)

The group of students consists of 15 research participants who were recommended by their teachers as the ones who could provide rich insights on technology and social media use in university studies.

S1 is in the third year of Master studies, combines working and studies, uses technologies and social media for life and studies. (Germany)

S2 studies in the first year of Master studies, combines working and studies, abundantly uses technologies and social media in the studies. (Finland)

S3 is in the first year of Master, combines working and studies, uses technology and social media for studies. (The UK)

S4 is in the third year of Master studies, works as a consultant in information technology, mostly uses technology and social media for studies. (Switzerland)

S5 is in the first year of Master studies, combines working and studies, intensively uses technology and social media for the studies. (The Netherlands)

S6 is in the third year of Master studies, combines working and studies, uses technologies and social media for studies. (Italy)

S7 is in the second year of studies, combines working and studies, uses technologies and social media for life and studies. (Lithuania)

S8 studies in the second year and has part time jobs, exceptionally relies on technologies and social media in the studies. (Lithuania)

S9 is in the first year of studies and uses technology and social media for studies. (Lithuania)

S10 is in the first year of studies, mostly uses technology and social media for studies. (Lithuania)

S11 is in the first year of studies as well as the monitor of the group and intensively uses technology and social media also uses o line data bases for the studies. (Lithuania)

S12 is in the first year of studies and extensively uses technologies and social media for studies. (Lithuania)

S13 is in the first year of studies, has a part time job and uses technology and social media for studies. (Lithuania)

S14 is in the second year of studies, has a part time job and relies more on the internet resources and social media rather than on books. (Lithuania)

S15 is in the second year of studies and uses technologies and social media for studying. (Lithuania)

The group of administrators includes 9 research participants and consists of the employees directly responsible for e-learning, various electronic resources, use of technologies and social media in studies. They perform both technical and administrative work and make up a digital studies unit managing technology and social media adoption at the university.

A1 is a business unit manager, managing e-learning and technology application at the university, has been working at the institution for over 10 years. (The Netherlands)

A2 is academic a director of one of the institutes which is diredtly related to e-learning managing and technology application, has been working at the institution for over 10 years. (Switzerland)

A3 is academic development advisor responsible for staff development related to e-studies, has been working at the institution for over 20 years. (The UK)

A4 is a web admistrator and provides technical support for teachers, has been working at the university for over 10 years. (Italy)

A5 is the head of managing board, managing distance learning, has been working at the university for 7 years. (Germany)

A6 is the chief administrator of the unit managing e-learning and technology application at the university, has been working at the institution for over 15 years. (Lithuania)

A7 is academic assistant and belongs to the e-learning managing and technology application unit, has been working at the institution for over 10 years. (Lithuania)

A8 is e-studies manager responsible for distance studies, has been working at the institution for 5 years. (Lithuania)

A9 is the head of study office, responsible for coordinating study processes including e-studies, has been working at the institution for over 10 years. (Lithuania)

2.4. Methods

Following the research question of how teachers, students and administrators perceive their experience of social media use in university studies emipirical material was collected by using semi-structured interviews and the data ware analyzed by applying both inductive qualitative content analysis and phenomeonlogical hermeneutics by Lindseth and Norberg (2004).

Data collection

A method of semi-structured interviews for obtaining the empirical data was chosen for the PhD research. Such method is acknowledged as one of the most effective and mostly used methods of obtaining data in the qualitative research paradigm (Silverman, 2005) as it provides the direct way of collecting the information about the researched phenomenon and also enables to reveal the experience of the research participants presented in their own

words (Kvale, 1996; Silverman, 2005, Smith et. al., 2009). Additional reason for choosing the method of semi-structured interviews was my personal preference to feel ready and be able to focus more on establishing the positive rapport with the research participants.

At the beginning of the interview the aim of the research was presented to the interviewees. Also, their active participation, objectivity and sincerity were encouraged during the interviews. Additionally, at the beginning of the interview while introducing the topic of the research the atmosphere of comfort and trust was created by recognizing that the research participants are the experts of their own experience concerning social media use by explaining that the research object has not been researched fully yet and that the voices of the research participants on the phenomenon are extremely valuable in my PhD research. During the interview I followed the good tactics how to conduct an interview suggested by Smith et. al. (2009) which include the following guidelines: asking sensitive questions later; selecting pace and rhythm of the conversation; teaching the participant to engage in a conversation; the importance of clarification for the emergence of details. I did not have sensitive questions to ask but when the research participants touched upon the sensitive topics of their dissatisfactions and the issues they face I tried to ask the clarification questions in a non-judgemantal emphatic way. I tried to facilitate an interaction with the research participants and encourage them to talk extensively on their experience of social media use in university studies by providing stimulating questions, e.g., „Could you tell me more on the matter?".

I also asked clarification questions to elicitate the details.

As it is recommended (Kvale, 1996; Silverman, 2005) at the end of the interviews I asked the research pariticipants if they wanted to add anything which had not been touched upon during the interview and in some cases it provided some additional details. I also expressed my appreciation and gratefulness for the participation in the research and the time devoted to the interview. The interviews on average lasted an hour (from 45 minutes to an hour and 15 minutes) totalling to approximately 40 hours of the recorded material.

Data analysis

The transcribed interviews were analyzed applying both inductive qualitative content analysis and data analysis principles and techniques of phenomeonlogical hermeneutics by Lindseth and Norberg (2004). Since inductive qualitative content analysis does not impose any systematic rules for analyzing the data, just the text units are classified into smaller content cotegories (Elo and Kyngas, 2007) so first the technique of naive understanding (Lindseth and Norberg, 2004) was applied. The transcribed interviews each were read many times in order to grasp the meaning as a whole and formulate the naive understanding which later guided inductive qualitative content analysis and the structural analysis.

During the process of inductive qualitative content analysis the meaning unit was defined to be a sentence. Then during the open coding process the data were coded into categories 1 and after that, the interrelated categories 1 were grouped into categories 2. Finally, categories were condensed into themes and dimensions like in thematic structural analysis by Lindseth and Norberg (2004). And then, in the stage of comprehensive

understanding the themes were reflected on, trying to find associations with researcher insights and relevant literature which helped to illuminate various aspects of the interview texts (Lindseth and Norberg, 2004). There was a constant dialectic movement between the parts of the text and the whole text where the understanding of the meaning was deciphered in the process of movement between understanding and explanation of the text (Lindseth & Norberg, 2004).

In qualitative research in a way the researcher becomes an instrument for both obtaining and analyzing empirical data. Considering interviewer's crucial role in obtaining data Kvale (1996) provides a metaphor of an interviewer as a traveller who registers what he hears and sees during his travel. The metaphor of travel embodies a double meaning: on one hand travel is directed to obtaining knowledge, on the other hand travel changes the interviewer by stimulating reflection which leads to knew ways of self-reflection and noticing different matters. Thomas (2006) while discussing general inductive data analysis indicates that data analysis is determined by findings arising directly from the raw data, however; the key framework, in which the central themes are organised, is judged important by the researcher. The metaphor of travel worked for me as a researcher in the process of the raw data analysis. It reminds me of the example of physical matter research given by Van Mannen (2014). Everyone knows that the physical matter, the things we can touch and recognize as solid in the deep sense have the inherent wave motion nature. The deeper science penetrates into the nature of physical matter, the more it reveals how particles and waves dissolve into one another. In fact they both exist in the constant intertwining change of quantum mechanics. Similarly, when the raw data is analyzed there is an intertwining play of various approaches familiar to the researcher. In this particular case the process of analysis could be divided into three intertwining dimensions:

- The first dimension of the thematic organization of the phenomenon appears to be related to the two main trends expressed in literature analysing social media use in higher education: the optimistic approach stressing the advantages and the less optimistic one presenting and analysing the problems. It also embraces the ways how spatiality and temporality are experienced by the research participants in the environments saturated with social media;
- At the depths of the analysis in social dimension there stands out pedagogical relationship between teachers and students while using social media, and other relationality aspects.
- Finally, individual dimension is deciphering the teacher creativity expression while using social media in university study process.

Actually, the myth of Orpheus and Eurydice so widely analyzed by phenomenologists (Balnchot, 1981, Van Mannen, 2014) symbolically represents the phenomenological way looking for the truth for the essence of the phenomenon. Orpheus turns around to see Eurydice in the darkness of the underworld, he has a desire to transcend the limits of the living world and get a glimpse of the primordial essence of Eurydice still in the world of death and darkness just before entering the living world again and Eurydice is momentarily snatched away before he can touch or hug her in the different realm. Similarly phenomenologists look for the essence of the phenomenon but it is always only possible

to get a glimpse of the truth behind our living world and still phenomenology gives the researcher an opportunity to get that glimpse.

What I learned as a researcher that it is hardly possible to achieve one final truth (veritas) what could be done is approximate trying to get deeper. There are layers of truths and all of them are correct. If we look at the first layer of advantages and disadvantages of social media use, they are evidently related to dualistic thinking so deeply rooted in human consciousness but sometimes they are practically useful in making an informed picture on social media use. Then getting to the core of study process we find out how important pedagogical relationship is for the participants of educational processes be they in social media or not and how important teacher human creativity stands out in the process of equipping themselves with the newest technologies, human extensions, social media. Finally, looking at spatiality and temporality helps us to define more clearly our existence with human extensions as McLuhan (2003) calls them.

2.5. Tool

Semi-structured interviews were chosen as a tool to collect the data. They were designed and organized as the way of collecting empirical research data. The reasons were mainly determined by the nature and the aim of the research itself. Open-ended questions allowed the research participants to expand on their experience of social media use in university studies. Speaking about the design of the tool the issue considered first was the definition of social media. As it has been pointed out before the definition of social media has not been established yet, so after the literature overview a working definition of social media has been established. It was used as an introduction for the interviews for a twofold reasons. The question, how the research participants can explain how they understand what social media is, was used as a warming question to relax the research participants and get them comfortably talking, and to recognize their expertize as valuable. Then the working definition of social media was presented in a non-imposing way just inviting the research participants to keep in mind the focus of the interview and to set the common ground for the interviews.

The interviews included open questions used to get the data on to the explicit nature of the use of social media either for work (teacher and adminstrator research participnats) or studies (student research participants). The research participants were questioned on their experience of using social media either for work or studies, how they use social media for their work or studies, what the most memorable experience they could account for. The interview included open questions based on the question word „how“ which allows to acquire details of the phenomenon (Smith et. al., 2009). The interview was constructed around the main question focusing on the most memorable exprience of the research participants concerning social media use in university studies (**Could you tell me more about your most memorable exprience how you use social media in your work /studies?**). It was extended by specific questions of a clarifying nature on how the episode was experienced; what feelings were involved; what the details of the experience were; how the environment was expperienced during the episode; how social media the resarch participants use social media for work/studies; how social media affects work/studies; how the effects are experienced and what the feelings about the effects are. (How

did you experience the episode? What feelings were involved? How did you experience the environment during the episode? How do you experience the effects of social media use in your work/studies? What are your feelings about the effect of social media use?)

2.6. Ethical considerations

Ethical aspect is important in social sciences including educational sciences since research participants may appear vulnerable at times, as a researcher envolves them in the research and enters into a relationship with them. And this relationship should be based on the best ethical practices. Ethical considerations have been observer throughout the resaerch process paying attention to the *humanistic approach* to the human being (Smith et. al., 2009).

First, all the research participants entered the research on the *voluntary basis* (Smith et. al., 2009) which was ensured by acquiring a spoken research participant consent to participate in the interview. Silverman (2005) stresses that informed consent is considered being central concerning ethical aspect. Informed consent means that the research participants have the right to know about the nature of the research and have the right to withdraw at any time. Using the guidelines provided by Silverman (2005) I developed an informed consent which included such aspects: the fact that research participants are participanting in the research; the purpose and the procedures of the research; the absolutely voluntary nature of the research; the right of the participants to withdraw from the research at any time, even during the interview. So at the beginning of the interview I informed the research participants about the nature and the purpose of the research and their right to withdraw at any time. I also asked them not to hesitate and express any doubts during the interview if they had any queries or doubts, or felt that they wanted to withdraw any information which they alredy provided and later considered to be too revealing or sensitive. I treated the research participants politely with respect observing their *dignity and integrity* as it is suggested by Silverman (2005). During the interviews I acknowledged their experience as unique and attached expertise to their expression recognizing that they are the experts of their experience of the lifeworld.

During the interview I engaged into establishing the appropriate rapport with the research participants, applied active listening and nonjudgemental listening. I carried out the interviews in a sensitive way showing my genuine interest in the interview as it is recommended by scholars (Silverman, 2005; Smith et. al., 2009) to engage into the interviews without any preconceived notions. I also observed *confidentiality* by making sure that the collected material is accessible only to the researcher (Silverman, 2005). I included the procedures to ensure the research participant *anonymity* by not revealing any research aprticipnat identities (Smith et. al., 2009). I employed such procedures as disguising the research participants under coded names, e.g., T1, T2,.. and not revealing any details in quoted extracts from the interviews which may induce personality identification. I made sure that any specific identifying information related to the research participant personality is not present in the written research result description.

2.7. Trustworthiness

Phenomenological research does not expect to find single fundamental truth as the whole truth can hardly be be understood, so it is a search for possible meaning in a continuous process (Lindseth, Norberg, 2004). That is why speaking about traditional research reliability and vality is not possible. According to Silverman (2005) reliability usually means the degree to which the research findings are independent and it deals with the findings replicability. However, phenomenologists Lindseth, Norberg (2004) clearly reveal that in phenomenological research we just get some approximation of the truth and the following research will find another approximation. Similarly to Heraclitian idea that the world is a constant flux and replication itself becomes problematic. The question on quality and reliability of qualitative research has not been answered yet and is still under discussion. Scholars (Graneheim & Lundman, 2004) introduce the notion of trustworthiness and identify the main quality criteria as *credibility dependability confirmability transferability*.

Credibility

Credibility relates to the extent how well the data and the data analysis process address the focus of the research (Graneheim & Lundman, 2004). It was ensured in the thesis that a philosophical framework coherently integrated qualitative research paradigm with coherent relations between the research questions, data collection and analysis, which enhanced the credibility of the entire thesis. The first moment of ensuring credibility arises while selecting the research participants and the approach of data collection. In my case establishing the three groups of the research participants in order to obtain a better-rounded understanding of the phenomemon and also the choice of the research participants in a broad range of European universities contributed to richer research data including various perspectives on the researched phenomenon. The following moment is the data collection method which in my case of semi-stuctured interviews method allowed to collect content rich data focusing on the research question. Cocerning credibility in data analysis process the choice of meaning unit as minimum a sentence allowed to preserve the multiple meanings present in the interview texts. Also, during the process of data analysis it was made sure that the categories and themes cover all the relevant data by showing the representative quotations from the data. It was achieved that the research procedures are transparent by describing the research data collection and analysis methods sufficiently.

Confirmability

Confirmability implies the question of recognition of the findings which could be performed by other researcher or participant verification (Graneheim & Lundman, 2004). In my case both perspectives were applied. Partially the research was carried out within the framework of Grundtvig multilateral partnership project "Institutional Strategies Targeting the Uptake of Social Networking in Adult Education (ISTUS)". The results of the research were presented to the the international researcher team, thus the categories and the themes were discussed and validated by the international researcher team. Also, the resaerch results were presented to my colleagues and the best evaluation of my research

was the note of my colleagues after the presentation of the research that they wished it was presented to the Rector to raise the awareness of what they face while using social media in university studies. Then I really realized that I captured some important issues.

Dependability

Dependability aspect includes the question of taking into account both instability and research design change factors (Graneheim & Lundman, 2004). Although the description of the research design becomes a prototypical model, it is still discussed that in qualitative research even taking the same research participants and following the research design, applying the same research methods, it is almost impossible to obtain identical research data due to the constantly changing nature of social phenomena (Graneheim & Lundman, 2004). In my case the details and the context of obtaining the data were thoroughly presented and this ensured the dependability of the research results and interpretations are based on the emoirical data.

Transferability

The notion of transferability implies the question to which extent the research findings could be transferred to other settings, other situations and other groups of the population (Graneheim & Lundman, 2004). Generally speaking qualitative research is characteristic of small research participant groups and it is questionable if the research result generalization is possible. However, in order to ensure transferability it is valuable to provide the detailed research preparation, the context, the selection of the participants, the data collection and the analysis process which are thoroughly described in the dissertation text.

There are also other approaches to the quality of the qualitative research. Silverman (2005) suggests the way to satisfy reliability criteria by making sure that the research procedures are transparent. It is achieved by describing research data collection and analysis methods sufficiently which I have done in my research. Speaking about validity which according to Silverman (2005) comes directly from quantitave research and represents the extent to which the research results accurately represent the researched social phenomena, we can again recall that phenomenological research does not aim at establishing one finite thruth. Smith et.al. (2009) suggest the way to approximate the validity in phenomenological research by using multi-perspective research which means exploring the phenomenon from multiple perspectives, questioning different groups of research participants experiencing the phenomenon. The authors identify such procedure as data triangulation which in a way ensures validity. In my research three groups of research participants were questioned which ensures research triangulation.

Yardley (2008) provides four principles of ensuring the validity of qualitative research. The first principle is sensitivity to the context which means that the researcher demonstrates the awareness of the existing literature related to the investigated topic and also is sensitive to the interactional nature of data collection through interviews which requires showing empathy, making the research participant to feel at ease. The awareness of the existing literature on social media use in university studies is recorded in my dissertation and I also managed to establish the right rapport with the research participants to help them open

up. I believe that especially with my foreign colleagues I managed to put myself into the position of a non-expert looking for the answers.

Next principle by Yardley (2008) is commitment and rigour which mean being dedicated to the research, collecting the informative data and providing the thorough analysis which I systematically observed in my dissertation research.

Additional principle is transparency and coherence which mean how clearly the stages of the research are described and how coherently the results are presented. In my dissertation research I clearly presented the stages of the research and provided a lively rich description of the results.

Finally, Yardley (2008) introduces the principle of impact and importance which means the usefulness of the research. My dissertation research draws essential conclusions about univertity teacher workload in the social media environments used in university studies and the best evaluation of my research was the note of my colleagues after the presentation of the research that they wished it was presented to the Rector to raise the awareness of what they face while using social media in university studies. Then I really realized that I captured some important issues.

2.8. Research limitations

The choice of qualitative research paradigm involving qualitative inductive content analysis as well as phenomenological hermeneutical interpretation might be considered as a strength of the research. Qualitative research does not imply making any assumptions before the research starts. Qualitative research methods allow capturing stories of participants' own experience, what is more, qualitative research has the power of sensitively registering human realities in education enviromnets and revealing the real state of the things. On the other hand, the application of exceptionally qualitative approach might be perceived as a limitation since the currrent dissertation is only focused on the subjective perspective of social media use in university studies. The research would have been enriched if different perspectives, e.g., technology enchanced learning and teaching based on constructivist approach, and objective measurement had been added to the research, then a more comprehensive understanding of social media use in university studies could have been obtained. However, it also should be acknowledged that a research based on objective measurement would have been a separate additional research.

Another limitation could be considered having interview material as the only empirical data source as, for example, Van Mannen (2014) suggests using multiple sources for obtaining a more extensive understanding of a phenomenon. However, Smith et. al., (2009) advocate for using a method of semi-structured interviews as the most suitable means for obtaining the empirical data. The authors argue that inteviews provide a perfect opportunity to deepen the understanding of a phenomenon through a subjective perspective of the research participants, to register the subtleties which are seldom explored.

Sample formation relied on the methods of criterion-based sampling and the snowball sampling. The main criterion applied while selecting the research participants was the requirement that they had the experience related to the research phenomenon. It could be considered as an additional limitation since Silverman (2005) appreciates the attemps

to observe the demographical proportions of gender, age, field of studies, etc., although in general, the qualitative paradigm does not aim at the generalization of the research results. Whereas other scholars (Smith et. al., 2009; Van Mannen, 2014) stress the necessity to interview the research participants who have had the experience related to the research phenomenon. What is more, in the dissertation research the research participants were included from multiple cultural settings which enabled to obtain the richer picture of the lived experience.

3. FINDINGS

3.1. Naive understanding

Interviews were read thoroughly each in order to perceive the naive understanding first. It was felt that the meaning of social media use in unversity studies was experienced as if it was layered, as if it had three intertwining dimensions. The first dimension contained major problems or contradictions and positive effects of social media use in university studies inspired by dualistic perception. It also included experienced temporality and spatiality changes. The following social dimension, at the depths of the analysis, involved the pedagogical relationship between teachers and students and human relations with social media as a kind of technology. Finally, individual dimension was heavily loaded with the experiences evoking teacher creativity while using social media in university studies.

3.2. Structural thematic analysis

The analysis of the interviews was used to distinguish the meaning units in the interview material of the research participants. After that, the meaning units were condensed into categories, which later were linked to form the themes and the themes were joind into dimensions. The view of the phenomenon of social media use in university studies could be presented as the three intertwinning dimensions: practical dimension, social dimension and individual dimension. **Practical dimension** is closely related to the dualistic thinking and practical approach. It includes **the themes** of **ways of using social media**, **advantages of using social media**, **issues of using social media** and **adapting to changes influenced by social media**. All the three groups of the research participants: teachers, students and adminstrators reveal their experience related to the practical dimension.The following dimension - **social dimension** embraces **the theme** of **maintaining the pedagogical relationship** which is mainly reflected on in the experience of teachers and students and revealed indirectly in the adminstrator experience. Finally, the **individual dimension** contains **the theme of evoking teacher creativity** which is reflected only in the teacher research participant experience.

3.2.1. Practical dimension

Practical dimension represents the themes closely related to the practical use of social media in university studies and it is mostly based on our dualistic perception of the reality when we tend to divide the reality into positive and negative, into certain ways and results.

3.2.1.1. Ways of using social media

When analysing research participant experience of using social media at one point or the other inevitably emerge meanings of how they use social media, what they do with the help of this technology. The theme named social media application is presented below in the research findings. It includes: teacher ways of using social media; student ways of using

social media; administrator ways of using social media. It reveals how teachers, students and administrators acctually use social media.

Teachers

Table 5 represents the theme of ways of using social media for teacher research participants and contains the information on the manner how teachers use social media. The categories reveal that teachers identify certain purposes of social media use. They use social media as a source of information but they also use it for sharing information. Teachers use social media for providing interactive activities for students and stimulating student creativity. They also use social media for advertising purposes.

Table 5. Ways of using of social media (teachers)

Meaning Unit	Category 1	Category 2	Theme
I compiled everything and presented to the students and for them it's a safe understanding, lecture plan and material T7	Sharing material with the students	Sharing information	WAYS OF USING SOCIAL MEDIA
I used it as a library, attached files for students T1			
I used social media for sending material for watching videos T3			
I tried to do everything in the internet, filled in and prepared documents, various reports T6	Sharing documents		
And I propagated social media and gave advice for everyone and taught all my colleagues T8	Teaching colleagues		
I used media for searching information T2	Information search	Information source	
I used social media to find out about the events T5			
On the internet we watched what interesed us, read articles, watched videos T10			
I often checked the new photos of my contacts T4	Contact information update		
I blocked my facebook account but now I want to unblock it because I would like to see what my son is doing on facebook T9	Family member information		
I used social media for socialization, I communicated with the students in a distant way T2	Communication with the students	Communication purposes	
I used facebook for communication with friends T11	Communication with friends		
I used social media for communication, to connect wherever I was and whenever T13			
Mainly I created and used interactive tests, I used interactive vocabulary tasks and other tasks T11	Use interactive tasks	Interactive use	
There is a world platform for leaning Spanish, there are plenty of interactive tasks, I used it a lot T12			
I used various forums and interactive tasks T13			

We created blogs with the students for particular projects, for particular tasks students created blogs, here appears creativity aspect T8	Blog creation with students	Stimulate student creativity	
I also administered facebook page of university academy of philology so I posted here interesting information to attract students, to attract new participants T14	Attracting new participants	Advertising purposes	

Teachers share information with their students and colleagues, sometimes they even give advice teach their colleagues to use social media "*And I propagated social media and gave advice for everyone and taught all my colleagues" T8*. They also use social media as a source of information searching here for materials for their lectures as well as personal interests and use. As social media is designed for socialising so naturally teacher use social media for communication both with work based contacts: students and colleagues and personal ones. In their work teachers use interactive tasks which they create themselves or find ready-made in social *media "Mainly I created and used interactive tests, I used interactive vocabulary tasks and other tasks" T11*. Another research participant identifies using al lot of ready-made interactive tasks. *"There is a world platform for leaning Spanish, there are plenty of interactive tasks, I used it a lot" T12*. Teachers are also aware of stimulating student creativity while using social media so they purposefully use social media for certain activities to develop student creativity *"We created blogs with the students for particular projects, for particular tasks students created blogs, here appears creativity aspect" T8*. Some teachers are responsible for organizing broader events in the faculty or the whole university, then they use social media for advertising purposes *"I also administered facebook page of the university academy of philology so I posted here interesting information to attract students, to attract new participants" T14*.

Students

The theme of ways of using social media for student research participants reveals some additional insights. Students research participants enrich the research data by their experience. They point out that they use social media for communication, collaboration, sharing information and information search.

Table 6. Ways of using social media (students)

Meaning Unit	Category 1	Category 2	Theme
I used facebook for communicating with my group mates S1	Communication with group mates	Communication	WAYS OF USING SOCIAL MEDIA
I used social media to communicate with friends, colleagues, I studied abroad before, so used social media to communicate with my ex-group mates S12	Communication with friends		
I used social networks for collaboration, there are google forms, I used, where one document we prepared by many people S10	Collaboration for preparing documents	Collaboration	
I participated in group discussions, tried to find out the answer to the questions together S2	Collaboration looking for answers		

I used facebook to exchange the information with friends and acquaintances S3	Information exchange	Sharing information	
It's important for me and I took photos and uploaded information on social media because I knew that that there were people in my organization who were following my life and that I was a role model for them. S14	Share information for people to follow		
As well we had facebook group where we exchanged information to find out about homework about lectures and so on S5	Sharing information on studies		
As I was a monitor of my group so I disseminated information for my group mates, participated in group discussions S10			
Speaking about moodle we found all the information necessary for our studies and sometimes we searched the Internet for information S13	Finding necessary information	Information search	
I used social media for information search S4			
Mainly I followed the events because physically I could not run around all the events in all the pages and I felt here everything was in one place S15			

The research participants say that they use social media for communicating with their group mates and friends, for example one of the research participants identifies *"I used facebook for communicating with my group mates... S1* and another research participant adds *"I used social media to communicate with friends, colleagues, I studied abroad before, so to communicated with my ex-group mates" S12*. They also use social media for collaboration while preparing documents and looking for answers together " *I used social networks for collaboration, there are google forms, I used, where one document we prepared by many people... I participated in group discussions tried to find out the answers to the questions together" S10*.

Students share information with friends, upload information for others to follow their activities and also share with their group mates the information connected to studies *"I used facebook to exchange of information with friends and acquaintances" S3*. Another research participant adds that it is also important to share the information in order to act as a role model or an example to follow *"It's important for me and I took photos and to uploaded information on social media because I knew that that there were people in my organization who were following my life and that I was a role model for them" S14*. Many research participants identify that usually they have something like study help groups on facebook in order to discuss study matters and help each other *"As well we had facebook group where we exchanged information to find out about homework about lectures and so on" S5*.

The research participants also identify that they use social media for information search connected to their studies, also various events and any other necessary information,

for example, one research participant says *"I used social media for information search" S4* while another one adds "*Mainly I followed the events because physically I could not run around all the events in all the pages and here everything was in one place" S15*. The research participants experience the availability of information in one place.

Administrators

Administrator research participants identify their ways of social media use. They also acknowledge that they use social media as information source and for sharing information and communication. In addition, they provide system maintenance and also take care of providing trainings. Administrators employ social media for advertising institution.

Table 7. Ways of using social media (administrators)

Meaning Unit	Category 1	Category 2	Theme
We are a group who work with approximately 17000 students and actually all the teachers, we are administering, tutoring and monitoring all the university in e-learning environments A7	System administration	System maintenance	WAYS OF USING SOCIAL MEDIA
We are improving the system, developing it A1	System development		
The main study system is moodle, some teachers use it in a mixed way with facebook, twitter but moodle allows to integrate everything and use all social media from one place A8	Integration of social media into the system		
Our department provides trainings how practically teachers can work with social media A3	Trainings on social media use	Sharing information	
We even teach others A2			
I used social media to transfer information A4			
I uploaded photos on social media A5	Share photos		
I used social media for communication, meeting friends, finding the old ones. A6	Communication with friends	Communication	
We used social media for communicating with colleagues A9	Communication with colleagues		
As well I used social media for hobbies and finding out about the events A6	Information about events	Information source	
I used social media for my hobbies A5	Information on hobbies		
Our institution, we have a page for advertising, for making our institution visible in public A6	Making institution visible in public	Advertising institution	
We use for dissemination of information for our institution, attracting students A7	Attracting students		

We publish information about our distant studies, timetables, what subjects are available A2	Promoting distant studies		

First, administrators maintain the course management system by administering the system, developing it and integrating social media into the system so that everything is in one place. The administrator group work with the whole university students and teachers *"We are a group who work with approximately 17000 students and actually all the teachers; we are administering, tutoring and monitoring all the university in e-learning environments" A7*. Although the official university maintained course management system is moodle, administrator group also integrate social media into the system *"The main study system is moodle, some teachers use it in a mixed way with facebook, twitter but moodle allows to integrate everything and use all social media from one place" A8*.

The group also provides trainings *"Our department provides trainings how practically teachers can work with social media" A3* and advertises the institution by making the institution visible in public, attracting students and promoting distant studies *"We use for dissemination of information for our institution, attracting students" A7*, says one of the research participants and another adds, *"We publish information about our distant studies, timetables, what subjects are available" A2*.

As well, administrators use social media like the other groups of the research participants for sharing information, communication and as the source of information. The research participants identify that they transfer information, upload photos on social media, communicate with colleagues and friends, find out about the events and useful information for their hobbies.

3.2.1.2. Advantages of using social media

While analysing interviews another theme which clearly stands out is the advantages of social media use by the research participants or what they name as positivity which is perceived as advantageous.

Teachers

The theme of advantages of using social media includes numerous of teacher perceived advantages of using social media, which are presented in table 8. Teachers perceive as advantages the promotion of information exchange and the possibility to get a broader view of a person. They also indicate such advantages as media attractiveness, availability in time, a possibility of extended space limitations and the economical nature of using social media. Teachers acknowledge the increased student involvement and possibilities of institution promotion.

Table 8. Advantages of using social media (teachers)

Meaning Unit	Category 1	Category 2	Theme
For me it's a space where I get information easily, I ask and get answers easily T8	Accessibility of information exchange	Promotion of information exchange	ADVANTAGES OF USING SOCIAL MEDIA
At present it is the safest for me, I mean that always reach my teaching material and it doesn't disappear anywhere T9	Accessibility of teaching material		
And I saved everything, nothing what I did disappeared, everything was archived and I saved big quantities of my activities T10			
On social media I feel speed, a quick access to everything, quick search, quick to reach people T1	Quick access		
I quickly renew my material, I have mastered all the functions in blogs			
Independent work is a part of the course and students get credits for it, so it has to be assessed and this is a perfect way of assessment of student independent work for me because I gave not only tests, there is a wiki in moodle and I gave common projects for students to prepare T3	Student work monitoring and assessment		
I had less to check, less to monitor students comparing to when they used to do the tasks in paper variant, I feel, it saved my time and my attempts T5			
From the photos, from everything I understand, I find out the opinions of other people, I find out more than communicating in an ordinary way, because the person may not openly tell me what he likes, what music, what creative arts... T2	Find out more about personality	Broader view of a person	
In facebook I see a broader view of a person, maybe a person reveals in a different way T9			
First of all I paid attention to what language people use in their writing, then what moods they express T8			
I find out what is going on, what is important for people at the moment T4			
What is more I have a wallwisher which is similar to wiki but I feel it is more playful T6	Media playfulness	Media attractiveness	

Social media provides the information and visual and audio, so I search for various forms of information T1	All senses involved		
There is moodle environment prepared and I am a non-editing moderator there and everything is easy and simple for me T11	Easiness of social media use		
I feel that it was so easy to master social media, later I got used to it and started managing how I get the information, what I want to present and how I want to present the information T12			
There are possibilities for me to communicate, relax, I get stress relief by focusing on other things more productively T10	Relief possibilities		
In a way kind of privacy appears, in fact I get into public space but as everyone uses it, I remain unnoticed T13	Privacy while being in public		
There are no time or place limits, I connect whenever, and my students connect whenever T7	Extended time limits	Availability in time	
It's very convenient when I was ill I connected to my students from a distance T14	Connecting from a distance	Extended space limitations	
Some time ago I had to go to work to meet the heads of departments to solve some issues, now I don't need to go in order to reply to the questions or send a document T11	No need to physically cross space		
The search for information becomes quicker, earlier when I needed some information first I checked resources at home, then I would go to the library, and not always could find the information, now the internet allows me to find the necessary information very quickly T13			
I feel that some students are shy and they perform and reveal themselves better while working on their own in social media environment T7	Encouragement of student openness	Increased student involvement	
My students told me that for them being behind the technology screen allows them to open up, to communicate more sincerely T12			
What is more, I saw that my students got the answers immediately, if it's correct or wrong, where there was a mistake and they corrected themselves immediately and they got involved who was going to get more points T8	Accessibility of feedback		

I fell for me it's better than to carry o lot of papers around, I used to carry a lot of papers T2	Saving resources	Economic	
I saved on travel, I participated in conferences not travelling abroad T1			
Information about our university is disseminated in such a way and we attract new students T14	Information dissemination	Institution promotion	

The category of promotion of information exchange contains accessibility of teaching materials, information exchange as well as quick access to "everything" and easy student work monitoring and assessment. As the research participants say *"For me it's a space where I can get information easily, to ask and get answers easily" T8*, and another research participant adds " *On social media I feel speed, a quick access to everything, quick search, quick to reach people" T1*. Even the research participant language is directed to convey the experience of speed by using short chunks and repetition. It strongly relates to the Gadamerian insight in his work "Human and Language" that a human can express through language himself and his experience. The research participants also experience that it is easy to monitor student activities *"this is a perfect way of assessment of student independent work because I gave not only tests, there is a wiki in Moodle and I gave common projects for students to prepare" T3*, and also another research participant notes *"I had less to check, less to monitor students comparing to when they used to do the tasks in paper variant, I feel, it saved my time and my attempts " T5*.

The following category of broader view of a person reveals that in social media we can find out people's opinions, hobbies, interests, in other words information which we maybe would not ask or would not know, information which they share reveals the personality *"From the photos, from everything I understand, I find out the opinions of other people, I find out more than communicating in an ordinary way, because the person may not openly tell me what he likes, what music, what creative arts" T2*. As one of the research participants says *"First of all I paid attention to what language people use in their writing, then what moods they express" T8*. Again we can rely on Gadamerian insight that the language reveals the human being.

The category media attractiveness includes a number of reasons: media playfulness, involvement of all senses, easy mastering of social media and easy use of social media, relief possibilities, privacy while being in public, in other words being in public but behind the computer screen. I myself while working on my thesis when I need a break I visit facebook to relax myself, first to get visual information instead of written, to change the topic and yes, in fact it is like going out without leaving home, sometimes you can even meet a friend and chat for a while. One of the research participants reveals her lived experience *"indeed it seems that spending time in facebook writing comments is like a crime but if you yourself approach social media and start actively using it, you start understanding that it becomes like addiction, like smoke, for example, you get indignant when others smoke, but if you start smoking yourself, it is already not only smoke, it is a possibility for communication, stress relief, shifting your attention" T10*.

The following two categories: availability in time and extended space limitations could be viewed together as they deal with time and space.The research participants experience the accessibility in time and space as almost unlimited possibility, for example one of the research participants observes *"There are no time or place limits, students can connect whenever, teachers can connect whenever" T7*, or another research participant adds *"Some time ago I had to go to work to meet the heads of departments to solve some issues, now I don't need to go in order to reply to the questions or send a document"* T11.

Another category increased student involvement reveals itself through student openness encouragement and availability of feedback. The research participants observe that sometimes student potential is revealed better through the medium of social media *"Some students are shy and they perform and reveal themselves better while working on their own in social media environment" T7*. Availability of immediate feedback is the other category in student involvement. As the research participants indicate the immediacy of feedback stimulates students learning and involvement *"What is more, I saw that my students got the answers immediately, if it's correct or wrong, where there was a mistake and they corrected themselves immediately and they got involved who was going to get more points" T8.*

The following category of economical use reveals that paper resource use becomes unnecessary and travel expenses are saved as well. The category of institution promotion shows that teachers are aware that dissemination of information about university helps to attract more students which is important for teachers themselves.

Students

The theme of advantages of using social media for student research participants includes the categories of compact information and availability of information. They also indicate such categories like presence indication and collaboration possibilities.

Table 9. Advantages of using social media (students)

Meaning Unit	Category 1	Category 2	Theme
I don't use paper resources, I don't carry, everything is in my ipad S7	Information in one place	Compact information	ADVANTAGES OF USING SOCIAL MEDIA
I took photos of learning materials, of teachers' presentations S10	Compact form of learning materials		
Information is available all the time, I didn't go to the lectures, I found everything in our facebook group S8	Easy access to information in time and space	Availability of information	
On one hand it saved me time because I found information quickly S3			
It made my life easier because I could find information easily and I saved my time S4			
I could find everything being at home, I didn't need to go to the library, to search plenty of books S6			

actually I have my group of friends on my page and I can see if the person is connected or not and it helps me S9	Helpful to see presence status	Presence indication	
I like writing messages on facebook because you can see immediately who is connected and if he/she has seen the message, then communication seems to be livelier S15	Presence online animates communication		
It's very comfortable we have a group on facebook where we communicate and discuss with group mates share study material, help each other S11	Possibility of collaborative study	Collaboration possibilities	

Students acknowledge that information is in one place, usually on their technological devices and as well they take photos of the learning material presented by the teachers, this way technology makes keeping information really comfortable.

Another advantage is the availability of information, as the research participants say, *"Information is available all the time, I didn't go to the lectures, I found everything in our facebook group" S8*. The following point indicated by the research participants is presence indication *"I like writing messages on facebook because you can see immediately who is connected and if he/she has seen the message, then communication seems to be livelier" S15*. Students also indicate collaboration possibilities *"It's very comfortable we have a group on facebook where we communicate and discuss with group mates share study material, help each other" S11*.

Administrators

For administrators research participants the theme of advantages of using social media includes the categories related to information which are the ones of availability of information and increased information exchange. Also, it embraces a conspicuous category of overall impact as an advanced institution on other institutions when the institution using social media extensively acts as a beacon of advancement for others and inspires other institutions to follow the example.

Table 10. Advantages of using social media (administrators)

Meaning Unit	Category 1	Category 2	Theme
For me it is enough to create something once, I don't have to upload information every time A2	Information remains permanently	Availability of information	ADVANTAGES OF USING SOCIAL MEDIA
I liked the quote which I found "In 2011 there were billions of questions searched on google" so then I had a question who would people address these questions to before google A7	Available answers on google		
I feel that it's very convenient I don't need to carry any material, everything is in social media environment A9	Availability of resources		

When our university started using moodle, the general level of moodle use increased in the whole country A6	Institutional social media use effects	Overall impact as advanced institution	
Lithuania is a small country and our staff work in other universities and colleges, so it was like a chain reaction, our institution raised the level at the same time raising the level of other institutions A 7	Impacting other institutions		
I feel that it's easier to communicate with people A1	Easier communication	Increased information exchange	
For me it's quicker to share the information, I just uploaded it and everyone could see it A4			

In the category of the availability of information the research participants observe that information once created remains permanently *"For me it is enough to create something once, I don't have to upload information every time" A2* and almost any answers to any questions are available on google *"I liked the quote which I found "In 2011 there were billions of questions searched on google" so then I had a question who would people address these questions before google" A7*. One of the research participants reveals the experience of information availability in a very precise and accurate way by simply posing a question who would people address these questions before google and as I myself remember the times before google, I feel that then traditional information resources were used, people would consult available books or experts but still many questions would remain unanswered, nowadays information literary is at the tips of your fingers, sometimes it is enough to just to push a button or touch the screen.

The category of overall advanced impact of the institution reveals that implementation development and application of social media in one institution affects the environment and other parts of educational space. As the research participant says *"When our university started using Moodle, the general level of Moodle use increased in the whole country" A6* and another research participant adds *"Lithuania is a small country and our staff works in other universities and colleges, so it was like a chain reaction, our institution raised the level at the same time raising the level of other institutions" A7*. The process is experienced by the research participant as "a chain reaction", a process when application of technology in one educational institution influences other institutions.

The category of increased information exchange reveals that social media makes it easier to communicate with people and quicker to share information *"It's quicker to share the information, I just uploaded it and everyone could see it" A4*.

3.2.1.3. Issues of using social media

The analysis of the interviews reveals another theme which is the issues of using social media or what the research participants perceive as probelmatic matters or difficulties.

Teachers

In the theme of issues of using social media teachers perceive certain problematic areas while using social media. They identify such issues like difficulties processing information, possible addiction to social media and difficulties with technological supply. Teacher research participants also observe that using social media might cause time consuming processes and fragmented communication. They also express cautiousness about privacy.

Table 11. Issues of using social media (teachers)

Meaning Unit	Category 1	Category 2	Theme
First social media irritated me with kind of aggressive and scattered information dissemination T7	Scattered information	Difficulties processing information	ISSUES OF USING SOCIAL MEDIA
While experimenting I lost the material and could not find it, so I disliked this T8	Loss of material		
And I dislike all the visual advertisement intrusion T5	Advertisement intrusion		
Moodle environment I used in a reserved way because it interrupted me, there were so many functions which I didn't use and they distracted me a lot T9	Distraction by unused functions		
I felt that the information flow was non-stop and I had to live with it T13	Dealing with non-stop information flow		
I experienced the abundance of information, how to find, how to deal with it T14			
I felt that my students did not look critically at their products, it's a fact, they uploaded everything with all their mistakes T2	Unreliable information		
Sometimes I got lost in the abundance of the information, sometimes I could not trust the sources of information T4			
When I mastered social media and I started using it actively and I started understanding that it was becoming like an addiction T10	Becoming addicted	Addiction	
Freedom is this that I needed to have a computer and the internet connection T11	Necessity of computers and internet	Difficulties with technological supply	
When I had an online lecture in the morning, then the students had to have their own computers or they had to have access to computers at university library, so there was a question if there awere enough computers for students to access T12	Students need access to computers		
I felt that It was difficult for me to administer tests because not all the computers worked, for example there are 9 computers here and two of them don't work and there are 16 students, so I often give them a paper test T13	Necessity for computers		
It often happens to me that I plan to watch movie excerpts for GIST and out of a sudden the projector switches off and then I have to improvise to think of other activities to be done. T10			

Certainly at the beginning until I got used how to apply social media, it seemed difficult and took time but you have to invest your time when you are learning T4	Understanding about the time input	Time consuming processes	
I spent plenty of time in order to prepare the material T1			
Certainly, it takes time for me to upload the test T3			
At the initial stage there was a consumption of my time and efforts T5			
Sometimes I spend hours in front of computer screen looking for information and after that I cannot understand what I was doing at the computer, as if it eats up my time T6			
I save on fuel to go to work but I don't save time, I had to upload additional tasks, and when I had a lecture where there were 30 people, it was a great stress for me, because I got so many questions and while I am answering one question I see that a list of questions is awaiting and I see that a student is already waiting for 10 minutes, I was all sweaty T13			
I felt that direct contact with the students was disappearing in social media T1	Less direct contact	Fragmented communication	
I feel that live communication is becoming scarce T5			
It irritates me when you are talking to a person and he/she is connected to his ipad or something and he/she is constantly on facebook, it seems he/she is not communicating with you T7	Disrupted live communication		
Personally I do not use facebook because I do not know how my personal data are used T3	Insecurity about personal data use	Cautiousness about privacy	
Somehow I became afraid of all the networks, because google search can see what you are doing, all my moves in the digital space are registered T14	Fear of being followed		
Maybe it's my character, I don't like showing my photos, telling about myself, it's too personal T2	Reluctance to reveal personal information		

The category of difficulties of processing information includes such impediments like scattered information, advertisement intrusion, material loss, distraction by unused functions and the necessity to deal with a non-stop information flow. In fact many researches speak about fragmented information, constant information flow and the necessity to deal with the information flow, ability to successfully glide the information choosing what is appropriate for the individual user in the given circumstances.

Another category of addiction is connected to Baumanian insight that we in our media permeated world get caught up without noticing how media starts ruling our life. As the study participant says, *" When I mastered social media and I started using it actively and I started understanding that it was becoming like an addiction " T10*. Information technology is not an addiction like a bad habit but it is media permeated life we live and already cannot imagine our lives without social media. My personal experience as well reveals having got used to social media as now I feel uncomfortable if the internet disappears, sometimes it even causes stress. Here I remember the movie "Matrix" which reveals how much human existence is intertwined with technologies that sometimes it is difficult to say if technologies govern us or we use technologies as tools.

The following category reveals that there still exists some tension in sphere of technological supply. As the research participant says, *"I felt that it was difficult to administer tests because not all the computers worked, for example there are 9 computers here and two of them don't work and there are 16 students, so I often give them a paper test" T13*. Teachers then have to choose other methods which are applicable without employing technologies.

The following category is connected to time, and here we see that technologies are perceived as time consuming by the research participants. In the main theme of advantages technologies are perceived as available in time, it is stated that social media as if helps to cross time limitations while here in the main theme of problems social media is perceived as requiring time. So time is experienced in a manifold fashion as being available and as being consumed in big quantities. The research participant indicates *"Certainly at the beginning until I got used how to apply social media, it seemed difficult and took time but you have to invest your time when you are learning" T4*. It takes time to master social media, time "to upload tests", time "to prepare material", time "answer students questions", the use of social media takes place in time. Here we can observe Baumanian puantilistic time or McLuhanian change of linearity into concentricity. A research participant gives the experience of time as if disappearing somewhere *"Sometimes I spend hours in front of computer screen looking for information and after that I cannot understand what I was doing at the computer, as if it eats up my time" T6* as if technologies eat up the time.

The following category of fragmented communication reflects the feature which could be identified as Baumanian liquid modernity feature which means fragmentation and mosaic nature of human existence and communication. The research participants name it as disappearance of direct contact *"I felt that direct contact with the students was disappearing in social media" T1* and disrupted communication *"It irritates me when you are talking to a person and he/she is connected to his ipad or something and he/she is constantly on facebook, it seems he/she is not communicating with you" T7*.

Some research participants demonstrate their reservations speaking about privacy in the medium of social media. The sub-theme of cautiousness about privacy includes fear of being followed, insecurity about personal data use and reluctance to reveal personal data. The research participant claims *"Personally I do not use facebook because I do not know how my personal data are used" T3*, but the concern about personal data is in fact influenced by media where one can find various conspiracy theories fuelling cautiousness about social media use like another research participant indicates *"Somehow I became afraid of all the networks, because google search can see what you are doing, all my moves in the digital space*

are registered" T14 . Others indicate that they simply do not feel like sharing their personal information and prefer having their personal space uncovered in social media *"Maybe it's my character, I don't like showing my photos, telling about myself; it is too personal" T2.*

Students

Student perceived issues while using social media include such categories like time consumption, distraction felt while using social media and aggravating content. The student research participants also point out the fragmentation of communication and difficulties processing information.

Table 12. Issues of using social media (students)

Meaning Unit	Category 1	Category 2	Theme
I spend more time at the computer, sometimes I lose time, start watching videos or communicating with friends S2	Increased time online	Time consumption	ISSUES OF USING SOCIAL MEDIA
On the other hand, I lose time because when I start looking for what I need, somehow I slip into social network or start looking at a different topic, there are many distractions S10	Getting distracted by social media	Distraction	
I came home and first I connected to facebook and started communicating, watching videos, reading articles, and this distracted my attention and it was difficult to disconnect. S11			
When I read the news, I find mostly bad news like explosions, murders and it influences my mood T3	Upsetting content	Aggravating content	
Communication on social media doesn't fell natural for me because people create their profiles, certain images and when you communicate, you communicate with created images S6	Alienated communication	Fragmentation of communication	
More and more often I meet people who are constantly connected to facebook and even when I am with them, they still are busy on their phones and communication is disrupted S15	Disrupted face-to-face communication		
I feel that there is such an abundance of information that sometimes it's difficult to choose the appropriate information and sometimes I feel lost S5	Abundance of information	Difficulties processing information	
I feel that social media is a good thing but there is a lot of rubbish, unreliable information S12	Unreliability of information		

The research participants identify that there is a tendency to spend more time online and in such a way social media causes time consumption for them. The two categories of time consumption and distraction appear to be closely related because the research participants disclose that they experience loss of time because of slipping into social media

world, reading articles, watching videos or communicating with friends *"On the other hand, I lose time because when I start looking for what I need, somehow I slip into social network or start looking at a different topic, there are many distractions... start watching videos or communicating with friends" S10*. As the research participants indicate usually people have the intention to check their social network account just for 5 minutes but these 5 minutes grow into twenty minutes or later into 40 minutes. The research participants indicate that they experience distraction during their studies at home as well.

The following category of aggravating content reveals the research participant experience of being affected by the content found on social media *"When I read the news, I find mostly bad news like explosions, murders and it influences my mood" T3*. It is related to Bandurian proof in his research that social media content has the power to affect the users.

The category of fragmented communication includes the issues of alienation of communication when communication rather occurs among the created images on social media *"Communication on social media doesn't fell natural for me because people create their profiles, certain images and when you communicate, you communicate with created images" S6* and disrupted face-to-face communication *"More and more often I meet people who are constantly connected to facebook and even when I aam with them, they still are busy on their phones and communication is disrupted" S15*.

The category of difficulties of processing information is related to the abundance of information, when it becomes difficult to choose what is appropriate while gliding the ocean of information *"I feel that there is such an abundance of information that sometimes it's difficult to choose the appropriate information and sometimes I feel lost" S5* and the unreliability of information when the user has to check the sources *"I feel that social media is a good thing but there is a lot of rubbish, unreliable information" S12*.

Administrators

Administrator perceived issues of using social media contain such categories like the need for increased communication, demand for staff development and the need to make training attractive. Administrator research participants also express their concerns about the censorship of students' opinions and time consumption. They identify the worrying issues of knowledge commoditization and distraction caused by social media.

Table 13. Issues of using social media (administrators)

Meaning Unit	Category 1	Category 2	Theme
We see that there is a desire expressed by students to enable broader communication among everybody because now they can only communicate within the subjects, they would like to communicate across subjects A1	Enabled communication across subjects	Need for increased communication	ISSUES OF USING SOCIAL MEDIA
We have everything, just we need to learn to use social media, I feel training helps a lot A3	Training necessity	Demand for staff development	

We hear some reluctance, there are declarations of some teachers of some study fields claiming that there shouldn't be social media only face-to-face teaching, I feel persuasion helped, I just used demonstration and positive examples A5	Need to develop acceptance of social media		
I see that sometimes teachers want to have as much social media as possible but forget about the content of the subject, that different content needs different approach though the used tools are the same but the approach should be different A7	Need to balance content and tools		
I noticed that teachers are more constrained in front of the camera if we are speaking about recording lectures A8	Need to adapt to being recorded		
I noticed that the style of teaching changes, the teacher becomes more a moderator, especially in social media environment he/she is even called a moderator A9	Need to adapt social media teaching style		
I saw that earlier training courses for teachers how to use social media were popular, now few people come, the initiative is fading maybe the training appeared uninteresting A4	Decreasing popularity of training courses	Need to make training attractive	
I get worried because information in social media is available to everyone and more difficult to control, more difficult to control students' opinions and responses because if they are negative, they shouldn't be publicized A6	Wish to control students' opinions	Censorship of students' opinions	
I feel that it's is a challenge to start using social media, it takes time A3	Time for mastering social media	Time consumption	
I feel that it is always a choice. In open data bases you can get knowledge free of charge but if you want to get a certified credit you have to pay, so it's relatively free of charge A6	Learning versus paid certification	Knowledge commoditization	
I get distracted even in the working environment if I see that someone connected or disconnected, it distracts me A1	Getting distracted	Distraction	

The category of increased communication reveals administrator experience with students expressing their request for more communication between all the study participants and as well more communication across subjects. The request by students experienced by administrators is a possibility to communicate across subjects, not only in closed groups within the limits of subject matter, it reveals how much communication is important for students. It could be illustrated by the quote of one of the research participants

"We see that there is a desire expressed by students to enable broader communication among everybody because now they can only communicate within the subjects, they would like to communicate across subjects" A1.

Administrators also indicate a demand for staff development which includes training necessity, the need to develop acceptance of social media, to adapt social media teaching style, to balance content and tools, to adapt to being recorded. In fact, it reveals how challenging social media use for the teachers is and how much training is needed. It is not enough just to learn technical skills to operate social media tools but it is also necessary to balance teaching and tools.

The following category also connected to training reveals administrator experience that there exists a need to make training attractive *"earlier training courses for teachers how to use social media were popular, now few people come, the initiative is fading maybe the training appeared uninteresting" A4.*

The category of censorship of students' opinions maybe is natural for institution; however, it goes in tune with Foulcault insights on institutional practices to discipline and control. The research participant reveals *"Information in social media is available to everyone and more difficult to control, more difficult to control students' opinions and responses because if they are negative, they shouldn't be publicized" A6.* It is natural for an institution try to keep a positive image but here we face a desire to censor students' opinions by making sure that negative opinions are not publicized.

The category of time consumption is mentioned by all the three groups of the research participants, the administrator group acknowledge that adopting and using social media takes time *"I feel that it's is a challenge to start using social media, it takes time" A3.*

Also administrators mention knowledge commoditization *"In open data bases you can get knowledge free of charge but if you want to get a certified credit you have to pay, so it's relatively free of charge" A6.* At first sight it seems that social media enables the learner to make more decisions on learning; however, the phenomenon of "knowledge commoditization" forces "the student as customer" to pay for certification or credits.

The category of distraction is also mentioned by all the three groups of the research participants. The administrators observe that social media acts as a distraction in their daily work *"I get distracted even in the working environment if I see that someone connected or disconnected, it distracts me" A1.*

3.2.1.4. Adapting to changes influenced by social media

While analysing the interviews there stands out another theme which is adapting to changes influenced by social media as they are perceived or observed by the research participants. It could be observed that different groups of the research participants focus on different matters. The teachers research participants mostly focus on the changes and challenges which are faced while adapting to chages. Meanwhile, students reaserch participants focus on their needs while adapting to changes. Administrators research participants pay attention to institutional support while living through changes influenced by social media and also express a lot of reservations what concerns adapting to these changes.

Teachers

In the theme of adapting to changes influenced by social media the teachers research participants identify such changes like shift to "virtuality" and changes in study process. They also observe certain challenges while adapting to changes such as constant self-improvement and training and demand for consultations.

Table 14. Adapting to changes influenced by social media change manifesations (teachers)

Meaning Unit	Category 1	Category 2	Theme
I tried simulations of real life situations, when learning takes place through virtual experience, living through and creating and I felt we are moving to more virtuality T1	Virtual simulations of real life	Shift to "virtuality"	ADAPTING TO CHANGES INFLUENCED BY SOCIAL MEDIA
I started using more video information not only textual T4	Moving to video information		
I started giving more lectures online, more e-learning T5	Moving to e-learning		
I noticed that we become mobile while learning and we learn not depending on place and time, then I feel that there is a question if physical institutions will remain T3			
I see that the study methods are becoming more open to teachers and students T7	Changes in study methods and roles	Changes in study process	
My role as teacher changed, I became more a tutor T10			
Everything is so fast that I realized that I had to change the content as well, for example if I use tests on moodle, I know that students will get the results immediately, I save time for checking, then I have to plan what activities to do after the test T11	Re-planning and changing content		
I feel that I and other teachers need to be trained, we need to know the newest tendencies, we need to be shown, to be explained how technologies work T6	Need to know newest tendencies	Constant, self-improvement and training	
What is more, moodle environment is renewed constantly, just recently the system has been renewed and now it is necessary again to learn the new format, what has changed, even the structure how to upload the test has changed, the environment constantly changes, develops and I have always to improve yourself T8	Need for constant self-improvement		
If the media doesn't change and I get used to it and then it changes out of a sudden, It's always a shock for me T13	Shock because of changes		

I noticed that a lot depends on the teacher, how he/she uses social media, I explain to the students what to do, how to find the information. Students need the explanation T9	Necessity for consultations both for teachers and students	Demand for consultations	
It seems to me teachers need individual consultations and students certainly need instructions T14			

A shift to "virtuality" includes virtual stimulations of real life, moving towards video information although still information is heavily text based, and moving to e-learning. Also, it is observed by scholars that there is a tendency of moving to e-learning, which means learning in online environments instead of in brick-and-mortar institutions.

Changes in study process by adopting more open study methods, changing roles, as a teacher is becoming more of s tutor and re-planning and changing content. The research participants identify that the teacher role is changing *"The study methods are becoming more open to teachers and students" T7* and the teacher role changes, teachers become more of tutors. The change of educator role is being envisioned by regarding educators as "trusted human filters of information". Another research participant indicates that *"Everything is so fast that I realized that I had to change the content as well, for example if I use tests on moodle, I know that students will get the results immediately, I save time for checking, then I have to plan what activities to do after the test" T11*. The idea is discusssed by scholars identifying that it is not enough to simply put a conventional course on to social media environment, if the course is expected to be effective then it needs to be adapted and modified for online learning environments.

The research participants identify a constant need for self-improvement and reveal that sometimes changes are experienced as a shock by them *"If the media doesn't change and I get used to it and then it changes out of a sudden, It's always a shock for me" T13*. There is a revealing insight identifying that in many cases staff is supposed to educate themselves which causes additional tension and is usually perceived as additional workload on the staff. It could be the reason why the research participants identify that there is a necessity for consultations both for the staff and for the students.

Students

In the theme of adapting to changes influenced by social media students research participants express their preferences and dispositions which fall into the categories of looking for manageable media environment and requesting for teacher development. They also acknowledge the importance of seeking for media literacies and the need for managing study load.

Table 15. Adapting to changes influenced by social media change manifesations (students)

Meaning Unit	Category 1	Category 2	Theme
I noticed that during the day I need approximately 5 rubrics but every time I need to search for them because they are hidden somewhere, the system should be user-friendly not so complicated especially for the beginning students S9	Need for user-friendly system	Looking for manageable media environment	ADAPTING TO CHANGES INFLUENCED BY SOCIAL MEDIA
I used university moodle system a lot and I feel, that it should be user-friendlier, simpler, maybe simpler design S15			
I met people who aren't interested in innovations, so there should be more education and training on modern technologies S3	Need for training on modern technologies	Requesting for teacher development	
I showed my teacher my digital reader where everything is in one place, dictionary and everything and she didn't know such a thing, there should be more information, more training about the new forms of social media S7	Need for training		
I have met teachers who try to help, they explain all the systems but sometimes there are teachers maybe not created for modern technologies, they don't know how to use social media and it makes the study process more difficult S8			
I have faced some teachers who are maybe old-fashioned, they don't try innovations S11	Need to apply innovations		
When I was studying in Denmark, there was a page on facebook through which you could access study resources. About our university I feel if social media was used actively in university public life it would be useful both for students and teachers, would make the study process easier S14	Active use of social media in public university life		
I feel that we need critical thinking because there is a lot of information and not everywhere it is so reliable, I need to sort it out S5	Need for strategies to deal with information	Seeking for media literacies	
There is a lot of information, so sometimes it's difficult to select the appropriate one, sometimes I feel scared or lost S2			
When there is a possibility to find the information easily and teachers know this, they give us too much extra work, so sometimes I feel it would be better if social media stopped improving S13	Too much extra work	Need for managing study load	

The research participants identify that using university page and university social media environment they face the inhibitions as the users because of the complexity of the environment. They express a wish for a more user-friendly environment *"I noticed that during the day I need approximately 5 rubrics but every time I need to search for them because they are hidden somewhere, the system should be user-friendly not so complicated especially for the beginning students" S9*. The research participants express their preference to social media systems with simple design. *"I used university moodle system a lot and I feel, that it should be user-friendlier, simpler, maybe simpler design" S15*. It appears that students experience the complexity of the environments which I as a researcher experienced as well, when on the opening page you just stare for a while trying to oriented yourself where the functions are, sometimes digging for them helplessly until you realize you have to approach a colleague or a system administrator for a consultation.

The following category requesting for teacher development is closely related to what teachers research participants identify that they need training in order to master social media and become confident users. Students research participants also observe the need for staff development. The research participants identify that sometimes they face the fact that some teachers are not acquainted with technologies and sometimes it causes *difficulties "I have met teachers who try to help, they explain all the systems but sometimes there are teachers maybe not created for modern technologies, they don't know how to use social media and it makes the study process more difficult" S8*. Another research participnat expresses the need to apply innovations *"I have faced some teachers who are maybe old-fashioned, they don't try innovations" S11*. This shows that there is a need for a constant teacher training as technologies change and one way of adapting to change is training, learning how to use new technologies, new types of social media in the study process.

Also there stands out the necessity for media "literacies" which include: attention, participation, collaboration, network awareness and critical consumption. The research participants identify that they need strategies to deal with the information flow and the ability to choose the necessary information for them, so they need critical consumption strategy most *"We need critical thinking because there is a lot of information and not everywhere it is so reliable, I need to sort it out" S5*.

The category of the need for managing the study load revels the situation that sometimes students experience overload, though the credit and the study hour system seems to be well-documented even in the international EU framework documents. As the research participant states "*When there is a possibility to find the information easily and teachers know this, they give us too much extra work, so sometimes I feel it would be better if social media stopped improving" S13*. The research participant even expresses a wish for social media to stop improving but here what is really experienced the need for managing study load which according to researchers is closely related to student ability to manage time within their course work . However, it indicates that students need some kind of guidance or educational consultations on how to manage their study load.

Administrators

In the theme of adapting to changes influenced by social media administrators express a twofold perceptions which in the first place are related to institution support and also

there are many cautions expressed regarding social media use. There are categories of infrastructure development, institutional promotion of social media and staff support. There also stand out categories related to administrator caution regarding social media use in university study process which shows that there are some reservations on behalf of administrators. The adminstrators are cautious about privacy, about security and about transience of social media. They also express critical view on content in social media, their preference of face-to-face communication and imposed age limitations concerning the staff.

Table 16. Adapting to changes influenced by social media (admini strators)

Meaning Unit	Category 1	Category 2	Theme
Our institution supports social media use in studies, we create all the infrastructure for all the faculties, we try to improve, to add new tools according to the needs A1	Creating infrastructure	Infrastructure development	ADAPTING TO CHANGES INFLUEN-CED BY SOCIAL MEDIA
We are redefining teacher working places, adding new equipment, including possibilities not working onsite, our regulations allow moving lectures into social media environment A3	Redefinition of working places		
The initiative to use social media comes from our marketing department not from the teachers, the marketing department is oriented towards student needs, to what other universities are using, to the whole environment A6	Marketing department initiative for social media use	Institutional promotion of social media	
Social media is the priority of our institution not only teacher and student contact at the work place but also their contact beyond the limits of the classroom A8	Priority in institution		
I remember the beginning of the the application of moodle in our institution, there was a system of promotion, through finances and training and now we have a big progress even without promotion A7	System of promotion through training	Staff support	
Our department provides training courses for our teachers and as well we provide everyday help if there are any questions A4	Training and consultations provided		
I have a position not to publicize my personal information, my contacts are on the internet and this is enough A2	Reluctance to publicize private information	Caution about privacy	

I know that sometimes social media is not used objectively, for example, in the faculty of public security no social media is used because of security issues A6	Security limits social media use	Caution about security	
I don't participate in facebook and other social networks because it's a waste of time uploading or watching daily photos of other people, I don't understand publicizing your personal life, such writing like „today I have a headache, could you give me a piece of advice" seems silly to me A4	Unattractive daily life content	Critical view on content	
I feel that face-to-face communication isn't going to be substituted by anything, for example parents with disabled children come to us to inquire about the studies and we say, "no problem, they can study distantly" but the parents say, "we don't want to isolate our child we want him to be with his peers" A9	Stressing the importance of face-to-face communication	Preference of face-to-face communication	
We shouldn't forget that social media is in the air, in the cloud, and if one day a thunder hits this cloud, we could remain without anything, so I'm reserved, for me the cloud is the cloud, technology is good but safety first A6	Doubts about social media durability	Caution about transience of social media	
If we look at the average age of our teachers and the foreign language they can use, we will understand that English is not their strength and the newest social media applications are in English A8	Teacher age connected to mastery of English	Imposed age limitations	
I feel that there are old teachers who are used to traditional teaching, students want new means, so a kind of breakthrough is necessary A5	Teacher age connected to traditional teaching		

The administrators indicate that the institution infrastructure is created, maintained and developed *"Our institution supports social media use in studies, we create the infrastructure for all the faculties, we try to improve, to add new tools according to the needs" A1.* They also identify that teacher working places are being redefined including possibilities not working onsite, moving lectures into the environment of social media. At the same time it is pointed out that the initiative to use social media as a priority comes from the institution *"The initiative to use social media comes from our marketing department not from the teachers, the marketing department is oriented towards student needs, towards what other universities are using, towards the whole environment" A6.* So in fact, the institution supports social media use creating the infrastructure, having it as a priority and providing staff support "*Our department provides training courses for our teachers and as well we provide everyday help if there are any questions" A4.*

The administrator experience reveals that they are cautious about their privacy and express their reluctance to publicize their private information *"I have a position not to publicize my personal information, my contacts are on the internet and this is enough" A2*. It is noticeable that people somehow are open about their information in their friends circles but express certain level of cautiousness concerning the broad accessability of information.

The following category caution about security is related to the objectively existing circumstances that in some cases due to security issues social cannot be used or is not used *"Sometimes social media is not used objectively, for example, in the faculty of public security no social media is used because of security issues" A6*. In such cases only closed systems ensuring security could be used.

Some administrators express their critical position about social media content *"I don't participate in facebook and other social networks because it's a waste of time uploading or watching daily photos of other people, I don't understand publicizing your personal life, such writing like „today I have a headache, could you give me a piece of advice" seems silly to me" A4*. It is discussed that social media contains both high quality content and low quality content, which is a usual situation in a vast flow of information.

Also administrators express the existing preference of face-to-face communication. Their experience demonstrates that there are certain groups of people who prefer face-to-face interaction *"Face-to-face communication isn't going to be substituted by anything, for example parents with disabled children come to us to inquire about the studies and we say, "no problem, they can study distantly" but the parents say, "we don't want to isolate our child we want him to be with his peers" A9*. The example reveals that social media interaction could be considered additional channel to face-to-face interaction.

Another cautious attitude is related to the transience of social media. Administrators experience the seeming non-durability of social media like "being in the air" as one research participants indicates *"We shouldn't forget that social media is in the air, in the cloud, and if one day a thunder hits this cloud, we could remain without anything, so I'm reserved, for me the cloud is the cloud, technology is good but safety first" A6*.

Also administrators express the imposed age limitations claiming that teacher age is related to reluctance of social media use, prevalence of traditional teaching methods and poor knowledge of English which all might be the impediments to the application of social media.

The research participants indicate that mastery of English is an important factor in adopting social media use *"If we look at the average age of our teachers and the foreign language they can use, we will understand that English is not their strength and the newest social media applications are in English" A8* and they point out age as well *"There are old teachers who are used to traditional teaching, students want new means, so a kind of breakthrough is necessary" A5*. There are certain views that human behaviour concerning acquiring new technologies has a certain tendency to be dependent on age.

3.2.2. Social dimension

Social dimension embraces the theme of maintaining pedagogical relationship. No wonder, if we are speaking about educational use of social media, the subject of pedagogical relationship should emerge in one way or another. It also should be noted that the experience of teacher research participants reveals a lot of insights and

considerations on pedagogical relationship. Students research participants mainly express their experience of expecting broader and more informal teacher-student communication while administrators research participants share their indirect experience what they have heard from their students.

3.2.2.1. Maintaining the pedagogical relationship

In the theme of maintaining the pedagogical relationship we could observe the process of unfolding pedagogical relationship, we could observe a continuum of attitudes and unfolding situations where on one end we find control, schematization, following of prescriptions on the other end we see democratic approach focusing on the learner, acknowledging that social media brings new more democratic forms of studying and the views that new more democratic approaches should be adopted instead of linear controlled ways.

Teachers

Teacher research participant experience reveals a twofold approach on maintaining the pedagogical relationship. There is certain regulative approach expressed which includes the categories related to control, student questions and multitasking. Some teacher research participants express preferences to exercising control and practicing institutional control strategy. They demonstrate kind of distrust in non-controlled practice and show attempts to eliminate student questions and non-acceptance of student multitasking. Other teacher research participants, on the contrary, prefere a more open democratic approach which includes the categories of acknowledging students multitasking, creating cooperative atmosphere and facilitating student activities. They demonstrate flexibility, tolerance and preference of informal communication.

Table 17. Maintaining the pedagogical relationship (teachers)

Meaning Unit	Category 1	Category 2	Theme
I control, inevitably remains the process of control in teaching T2	Inevitable control in teaching	Exercising control	MAINTAINING THE PEDAGOGIC RELATIONSHIP
I could see how many attempts there were, how much time my students spent on the task T5	Ability to observe student activities		
I feel that it is very important for the students because they know that I see what tasks they did how much they did and what results they got, how many times they attempted the tasks T11			
When a student is doing tasks, for example a teacher uploads the tasks on facebook, and a student is doing the tasks alone at home, the first thing is that nobody controls him/her, and, for example pronunciation, they can pronounce as they wish	No control is not trusted	Distrust in non-controlled practice	

Our university adopted ECTS credit system and a strategy that the number of hours for independent studies should be increased but as well independent study hours should be controlled T10	University strategy to control studies	Institutional control strategy	
My as a teacher responsibility is to prepare course material and upload it in the system and then control the process T1	Teacher responsibility to control		
I feel that there is a desire to move the responsibility to the learner for his/her own learning T4	Moving learning responsibility to the learner		
I see that the responsibility is attached to the students when they are doing a test in moodle environment, the responsibility is that a student is checking his/her knowledge not just using a dictionary to complete the task T7			
I put up materials for students so that they would not write to me and ask, they have all the information with the dates and everything, they can do everything interactively and the system shows to me what they did T6	Information provided to eliminate students questions	Attempts to eliminate student questions	
If I have a lecture in a room where there are computers and if I don't tell them not to turn on the computers, everyone gets into facebook and if I tell them to disconnect, dissatisfaction is expressed T3	Not permiting student need for multiple channels	Non-acceptance of student multitasking	
They are working on my blog at the same time working on their facebook, in facebook they communicate with their friends, relatives, they are always in a kind of background while learning, they cannot get rid of their multitasking, if facebook gets stuck, they look at their phones, focusing on just one question is boring for them, they need other information channels to scatter their attention T8	Seeing student need for multiple information channels	Acknowledging students multitasking	
I show everything to my students, where they can find the material, where they can see their results, I even show my environment, that I can see all their work T6	Sharing information about teacher environment	Cooperative atmosphere	

If we have a smart board we go on social media and do interactive tasks together during the lectures, it gives some freshness to studying T10	Group work		
I am more a facilitator, I allow them to read, to tell, to send to me, record themselves, to find something additional, there is a wish to show the students that there are learning possibilities in social media not only communication T14	Allowing students to find information	Facilitating student activities	
When we work in moodle, students have to communicate via forum, someone tries to upload homework, gets scared that cannot see it, I answer and help T15	Help rendering		
The other day a student is sending me a message, that is on a bus home and is not sure if there will be Internet connection during the lecture, then I answer that she can upload the tasks when she gets home if there is no internet connection on the bus T12	Flexible decision making	Flexibility	
There were some students trying to avoid doing tasks, they would connect at the beginning of the lecture and then would ask what to do if they cannot manage to finish the task. They didn't know that I could see what they were doing. When we met in face-to-face classes I told them and we laughed together T13	Teacher tolerance revealed	Tolerance	
Maybe teachers need help, not make the environment so formal, because in moodle there is certain formality, teacher can see how the students are performing each task, maybe more informal use of social media, maybe then we could communicate successfully in a less formal way T9	Wish for informal communication	Preference of informal communication	

The category of exercising control includes the research participant perceptions that control remains inevitable in teaching and that they have the ability to observe students' activities.

Thus, on the controlling approach side the research participants express their controlling role admitting that *"I control, inevitably remains the process of control in teaching" T2* or *"I could see how many attempts there were, how much time they spent on the task" T5*. They experience control like seeing what students are doing or have done, how much time they spent on the task, how many attempts they had and what result they got. And the students also know that their activity is registered and seen by the teacher. In addition,

there is also distrust in non-controlled practice by doubting if student non-controlled practice on social media can be fruitful. Another category is related to the embedded institutional control which is revealed in university institutional strategy to control studies and almost clearly stating that teacher responsibility is to control and the learner should be responsible for his/her own studies. It is proved that such approach may only work if it is stimulated by positive feedback, otherwise controllled study environments might be perceived as restricting. Also the understanding of asymmetric pedagogical relationship developed the Utrecht school stands out here reminding that asymmetric relationship is based not purely on control but also on teacher responsibility.

Another category reveals teachers' attempts to eliminate students' questions *"I put up materials for students so that they would not write to me and ask, they have all the information with the dates and everything, they can do everything interactively and the system shows to me what they did" T6*. On one hand it is an absolute necessity to keep people informed as much as possible. However students' questions are natural and are an inevitable part of the study process.

Next category relates to non-acceptance of student multitasking, some research participants feel that multitasking interrupts the study process. Nevertheless, the views on multitasking are contradictory. There are some research participants who feel disapproval of multitasking with technology *"If I have a lecture in a room where there are computers and if I don't tell them not to turn on the computers, everyone gets into facebook and if I tell them to disconnect, dissatisfaction is expressed" T3*. It shows that some teachers would like to eliminate multitasking.

Naturally, there are other research participants who acknowledge student multitasking as acceptable constituting another category of multitasking acknowledgement *"They are working on my blog at the same time working on their facebook, in facebook they communicate with their friends, relatives, they are always in a kind of background while learning, they cannot get rid of their multitasking, if facebook gets stuck, they look at their phones, focusing on just one question is boring for them, they need other information channels to scatter their attention" T8*. Gardner's (1983) model multiple intelligence shows that multitasking is inherent for people, especially, with prevailing kinaesthetic intelligence.

The following category is cooperative atmosphere which includes the categories of openness to students in which the teachers reveal their willingness to show all the technology environments to students so that they could feel safe in doing tasks together and group work. As one of the research participants says the study process acquires "freshness" in this way, *"If we have a smart board we do interactive tasks together during the lectures, it gives some freshness to studying" T10*. Group activity in the interactive social media is welcomed by the teacher.

The category of facilitating student activities includes allowing students to find information and providing help when necessary. The research participants consciously experience the move towards facilitation, performing the role of a facilitator and getting students learn via the medium of social media *"I am more a facilitator, I allow them to read, to tell, to send to me, record themselves, to find something additional, there is a wish to show the students that there are learning possibilities in social media not only communication" T14*. Here it could be seen that facilitation is lived through allowing students to process the information and present their products to the teacher. Naturally facilitators role

includes providing help when necessary because a facilitator is not just a passive observer jus what students do with the information or how the glide the information resources and create meaning for themselves, facilitator is always here when a student needs to get oriented *"When we work in moodle, students have to communicate via forum, someone tries to upload homework, gets scared that cannot see it, I answer and help" T15.*

Closely connected to facilitation is another category of flexibility. Actually both pedagogy and social media require flexibility and readiness for decision making according to the situation *"The other day a student is sending me a message, that she is on a bus home and is not sure if there will be the internet connection during the lecture, then I answer that she can upload the tasks when she gets home if there is no internet connection on the bus" T12.* The research participant lived experience reveals how technology (social media) merges with the best pedagogical practices, teacher flexibility in this case, and enables teacher – student cooperation in the study process.

Similarly, the following category of teacher tolerance reveals itself in social media world. The research participant shares her moment of pedagogical experience *"There were some students trying to avoid doing tasks, they would connect at the beginning of the lecture and then would ask what to do if they cannot manage to finish the task. They didn't know that I could see what they were doing. When we met in face-to-face classes I told them and we laughed together" T13.* Here the teacher chooses laughter and allows students to develop their responsibility and consciousness without punishing them, just telling that she can see what they are doing on the tasks. It also reveals that there are multiple situations where we have choices to make and the more horizons are open to us the more informed choices we make. Social media world is proactive in promising possibilities rather than implying limitations.

Finally, the category of preference of informal communication discloses the need for pedagogical contact. The research participant expresses a feeling or deep primordial perception that something genuine pedagogically is missing if teacher – student relationship remains formalized *"Maybe teachers need help, not make the environment so formal, because in moodle there is certain formality, teacher can see how the students are performing each task, maybe more informal use of social media, maybe then we could communicate successfully in a less formal way" T9.*

Students

Students research participants also reflect on the theme of maintaining the pedagogical relationship. The following three categories, which emerge from students research participants experience: request for teacher development and request to acknowledge multitasking and request for an open teacher-student communication are closely connected to the issue of pedagogical relationship.

Table 18. Maintaining the pedagogical relationship (students)

Meaning Unit	Category 1	Category 2	Theme
I have a few teachers on facebook in my contacts and I like it, I like when I pass someone at university and I know the person from social media S10	Wish for informal teacher-student connection on social media	Requesting for open teacher-student communication	MAINTAINING THE PEDAGOGIC RELATIONSHIP
We have one teacher who you can ask on facebook doesn't matter at four o'clock in the morning "Sorry professor, I don't understand" and he will answer and explain but others are old-fashioned, they stress the importance of their personal space. Maybe if their attitude changed we could communicate more easily S14	Need for easier communication with teachers		
I like working in the background of facebook, from time to time I look at it for a few minutes and then return back. People complain that the attention gets scattered but if I didn't look at facebook, I might look through the window or might talk with someone S2	Studying with facebook in background	Requesting to acknowledge multitasking	

The main feature of pedagogical relationship is open and caring educator-student communication and this is what the research participants indicate their longing and need for an open teacher-student communication including the categories of a wish for informal information from social media and a request for easier communication with teachers. As the research participant puts it *"I have a few teachers on facebook in my contacts and I like it, I like when I pass someone at university and I know the person from social media" S10.* Another research participant adds "We have one teacher who you can ask on facebook doesn't matter at four o'clock in the morning *"Sorry professor, I don't understand" and he will answer and explain but others are old-fashioned, they stress the importance of their personal space. Maybe if their attitude changed we could communicate more easily" S14.* It is obvious that students value teacher approachability and the ability to keep informal communication.

Students also express their wish for acknowledging multitasking. Research on multitasking has proved to be contradictory by some researches advocating for it but many researchers find it irrelevant and damaging student's grades.The research participant indicates "I like working in the background of facebook, from time to time I look at it for a few minutes and then return back. People complain that the attention gets scattered but if I didn't look at facebook, I might look through the window or might talk with someone" S2. It seems that engaging activities and acknowledging multitasking as inherent to some students might be the answer to the issue.

Administrators

Administrator research participants reveal their indirect experience on pedagogical relationship. They observe the experience with the students expressing their request for increased teacher-student interaction, which includes the need for teacher-student communication expressed by the students and also student perceptions of social media as an additional channel for maintaining teacher-student communication.

Table 19. Maintaining the pedagogical relationship (administrators)

Meaning Unit	Category 1	Category 2	Theme
Our last discussions with the students showed that they lack communication with the teachers A2	Need for teacher-student communication	Requesting for increased teacher-student interaction	MAINTAINING THE PEDAGOGIC RELATIONSHIP
We found out that students define social media as an additional channel with the teacher A9	Additional channel for teacher-student connection		
We found out that teachers who use facebook are admired and highly evaluated by students, they say, "He's God" A7			

The category of requesting for increased teacher-student interaction reveals administrator experience with students expressing their request for more communication between teachers and students. Cocerning the theme of maintaining the pedagogical relationship it appears that students' wish for more informal and more extensive communication with teachers is a natural student longing for the pedagogical relationship in which they would be allowed to learn and grow. As the research participants in the administrator group *observe "Our last discussions with the students showed that they lack communication with the teachers" A2*. Another research participant observes that students higly admire teachers who use social media *"Teachers who use facebook are admired and highly evaluated by students, they say, "He's God"... " A6*. There is also an observation that students perceive social media as additional means for communicating with teachers *"Students define it as an additional channel with the teacher" A9*. The importance of pedagogical relationship and teacher communication, attention to students is genuinely expressed by the phrase "He's God" indicating that the one who establishes the right pedagogical relationship, communicates with students in multiple channels allowing them to learn and develop as personalities is valued like "God", the one who gives everything, or according to religious beliefs, the one who gives the kingdom of heaven.

3.2.3. Individual dimension

Individual dimension is related to teacher research participant experience. It embraces the theme of evoking teacher creativity. Teacher research participant experience reveals that on an idividual level teachers employ their creativity while acquiring the necessary skills and ideas how to use social media in university studies and actually in the process itself of using social media in university studies.

3.2.3.1. Evoking teacher creativity

The theme of evoking teacher creativity reveals that teacher creativity is sustained by inner creative personality characteristics and external institutional and social environment influence including active idea exchange and implementation. Applying social media in university studies, mastering it themselves and using it for teaching, teachers get involved in the continuous university study processes, the success of which is sustained by the traits of creative personalities and the environment supportive to creativity.

Teachers

Teacher research participant experience discloses a twofold approach on evoking teacher creativity. There is experienced a certain influence of external social factors such as stimuli received from colleagues, from the process of exchanging and implementing ideas and also institutional leverage. On the other hand, teacher research participants experience revelation of their own personal qualities which sustain their creative activity while using social media.

Table 20. Evoking teacher creativity (teachers)

Meaning Unit	Category 1	Category 2	Theme
an example of a colleague, let's say she inspires you by her sincere amazement T2	Colleague example	Social environment influence	EVOKING TEACHER CREATI-VITY
There were teaching staff and every teacher shared this/her own ideas T4	Colleagues sharing ideas		
However, I started using it actively when I started training my other colleagues T5	Training colleagues		
During the seminars there are plenty of things presented T9	Information acquired at seminars	Exchanging and implementing ideas	
During the courses we were shown lots of internet addresses where free of charge programs are available and we could use them T10	Information acquired at courses		
You notice some ideas, read something in books, read what others write, was at the seminars in Gratz, you hear what people say and you need to listen to ideas and perceive them as constructive T14	Ideas in literature sources		
If I start remembering how I started using social media, when I started using it, I see some ideas from various technical experiences, creating a program, perceiving the logics of the program, and then there was the intranet T1	Ideas acquired through experience		
I felt that there are kinds of social media which you do not use later, if you do not start using them actively and systematically T6	Active social media application		

How I started, there were training seminars at our university, so I joined them, we had to prepare an interactive study module, and my colleagues did not have time, so I had to doeverything myself T13	University institutional impact	Institutional influence	EVOKING TEACHER CREATI-VITY
I started using... moodle environment most probably it was my first social media because the university forced to use it T11			
University encourages the use of social media environment so we start using it T12			
Students use moodle environment because it is formalized social media and the university propagates it T14			
Everything started from a workplace situation, some colleagues did not have a computer at home, some of them did not know how to use word processor ‚word' but as it was a workplace situation they were interested in performing the job T3			
Risk level, I can take risks, I'm not afraid, I'm not afraid of losing the material, I know I can find it, I'm not afraid that it will take some time to connect everything, I will find out how to do anything T7	Ability to take risks	Creative personal characteristics	
It seems difficult, you try doing something, you don't know, you keep trying J if you don't know, you ask T9	Ability to experiment		
In other media fields I'm still experimenting T13			
When technologies would let me down, then I would try to get around the problems, to get to the Internet. If I can't present my teaching material, I always have it on the net, in my blog, students can open it on their computers, and I don't need to send it separately to everyone T8	Ability to solve problems creatively		
We got interested in social media T1	Interest		
It first started when I began reading newspaper and magazine blogs and these blogs became more interesting for me than the publications themselves. They are faster more interesting and more active, maybe the information isn't verified on blogs but it is more personalized and more interesting linguistically and appropriate as language learning material for students T9			
And you get inspired, and you try, and you want to share with others... T4	Enthusiasm Openness to changes		

Information is not just square sheets of paper, information is a metaphysical thing, it just needs to be understood, it exists here in great quantities and it is important not to oppose to the flow T11			

Analyzing the external influence, at the top of the table we find the categories which represent the external factors influencing teacher creativity while using social media in university studies. The category of social environment influence represents colleague influence, which is transmitted by colleague examples, sharing ideas between colleagues and even trying to help and teach the colleagues. It is closely related to the impact of exchange of informative ideas and their implementation, because ideas can be acquired directly from colleagues at work, as well as at various seminars, courses and other training sessions, while reading literature or observing something *"You notice some ideas, read something in books, read what others write; you need to listen to ideas and perceive them as constructive" T14*.

Another source of ideas is the person himself, when reflecting and summarizing the experience in working with a variety of programs and equipment. Colleague example encourages, "inspires" to start using social media; however, active and systematic use is necessary until through the process of training others a perception arrives that the media has been mastered *"I started using it actively when I started training my other colleagues" T5*.

Concerning the category of institutional influence the impact of the university as an institution is experienced. The research participants indicate the university institutional impact to encouraging the use of social media *"University encourages the use of social media environment so we start using it" T12*. However, some research participants perceive the university impact as an enforced matter, as a pressure from the institution *"I started using... because the university forced to use it" T11*.

Another interesting observation could be drawn from one research participant indicating that sometimes pressure and stressful situation could lead to exercising of personal creativity *"How I started, there were training seminars at our university, so I joined them, we had to prepare an interactive study module, and my colleagues did not have time, so I had to doeverything myself" T13*. Stressful situations which encourage people to mobilize their inner resources for acting are identified as „fight-or-flight" situations, usually they concern more bodily physical instant reactions. However, it is highly credible that creativity is mobilized as well together with the whole body and mind alert. Teachers are affected by various trainings, seminars, literature, colleague examples, diverse technical experience acquired in work situations, and encouraging influence of the university as an institution.

When talking about how they personally felt their creativity, as they experienced using social media, the research participants indicated their personal qualities which helped them start using social media, develop their skills and apply social media creatively in university studies. Inner creative personality characteristics is the category, which reflects the inner creative personality factors encouraging the use of social media as a new technology in university studies. Such creative skills as the ability to take risks allows teachers to confidently try new techniques without any fear of errors, testing and attempts *"I can take risks, I'm not afraid, I'm not afraid of losing the material" T7*. Another related feature is the ability and willingness to experiment *"you try doing something, you don't*

know, you keep trying J if you don't know, you ask" T9, such qualities allow mastering new media through trying as if through playing. Another important feature such as the ability to solve problems creatively allows seeing the ways to apply social media, when the other technologies do not work. Other important factors which also characterize creative personalities are deep fascination with media, which means the genuine interest promoting a deeper understanding of social media and the enthusiasm to apply it *"And you get inspired, and you try" T4*.

Finally, insights about the need for information, about the significant changes in the information communication and creation processes, the perception that changes are inevitable and it is necessary not only to abandon any resistance to change, but also to live with it, all of these personality-related factors influence social media adoption and use. Teachers identify creative personality traits, such as ability to take risks, flexibility, willingness to experiment, enthusiasm, openness to innovation and change as helpful in the process of adopting social media and using it in university studies.

4. DISCUSSION

The text was read as a whole taking into consideration both the naive understanding and the thematic structural analysis. The themes were reflected on in the context of the voices of the three groups of participants, cross-comparing the voices of the different groups. To deepen and widen the understanding of the whole it seemed appropriate to use suitable insights from the related literature. While reflecting on practical dimension it appears noticeable that there are certain contradictions and also positive effects of social media use in university studies. There also emerge changes in experiencing time and space related to social mediam use in university studies which induce discussing temporality and spatiality with the effect of social media use. Social dimension embraces an extensive discussion on the pedagogical relationship as the essential relationship emerging in the research on social media use in university studies. There is also a discussion on relationality which reflects the changes of experiencing relations while using social media in university studies. Finally, individual dimension embraces an extensive discussion on teacher creativity which emerges as essential while using social media in university studies.

Key emerging contradictions

According to Arnold (2003) contradictions or the existence of two opposing binaries which cannot be deciphered is characteristic of technologies. Arnold (2003) identifies three main features for the Janus faced metaphor which he uses to reveal irony and paradox of technological conditions:

- The performance of the socio-technical system is inherent of multiple implications which create opposing binaries leading to the contrasting conclusions;
- These contrasting binaries appear within the same frame of analysis;
- These binaries are not erroneous or need any resolution they are simply co-dependent, intrinsic to the system. Just like the deity of Janus in a famous Janusian myth is looking both directions at the same time, for example, at the same time entering new realms and leaving the previous existence.

The key emerging issues appear to demonstrate the structure of opposing binaries. First, all the three groups of the research participants mention the difficulties processing information, reliability and the time spent on social media. Teachers identify such problems like scattered information, advertisement intrusion, material loss, distraction by unused functions and the necessity to deal with a non-stop information flow. Students also mention the abundance of information, occasional unreliability of information leading to difficulty to process it or a feeling of getting lost in that fragmented information flow. *"I feel, that there is such an abundance of information that sometimes it's difficult to choose the appropriate information and sometimes I feel lost" S5*. They also speak about getting distracted by social media and time used to sort out and obtain the necessary information. The research participant even expresses a wish for social media to stop improving because it causes the increase in their study load, but here what is really experienced appears to be the need for managing study load which according to researchers is closely related to student ability to manage time within their course work Walker T, Siebert A. (1990).

Students express their need for critical thinking, ability to identify the appropriate information. Administrators also state that time is necessary for mastering social media. All the three groups of the research participants actually speak about media "literacies" identified by Rheingold (2010) which include: attention, participation, collaboration, network awareness and critical consumption. Rheingold (2010) identifies five types of information literacies which social media users should equip themselves with in order to become successful social media users as the literacies are not inherent so they must be acquired to empower social media users. The literacy of critical consumption stands out as the most important as the research participants identify that they need strategies to deal with the information flow and to choose the necessary information for them.

Another issue is the constantly ongoing contradiction between a more democratic, scattered way of communication on social media and institutional inclination to control. Teachers speak about how social media enables them to feel in control by observing students' activities on social *media "I control T2... I see what tasks they did how much they did and what results they got, how many times they attempted the tasks" T11*. Administrators feel the inclination to control the opinions expressed by the students *"Information in social media is available to everyone and more difficult to control, more difficult to control students' opinions and responses because if they are negative, they shouldn't be publicized" A6*. It seems that people get so much embedded in their institutional roles that start performing the controlling roles without any questioning if there could be any possibilities of dealing with different learning options or different opinions. Meanwhile, students express their wish for more informal, approachable mode of communication with teachers. *"We have one teacher who you can ask on facebook doesn't matter at four o'clock in the morning "Sorry professor, I don't understand" and he will answer and explain but others are old-fashioned, they stress the importance of their personal space. Maybe if their attitude changed we could communicate more easily" S14*. Students also feel that their multitasking, getting into social media from time to time during the lectures should be acknowledged in its own right. Especially, that researchers Rouis, S., Limayem, M., & Salehi-Sangari, E. (2011) in their research proved that students with high self-regulation do not experience any effects on their marks caused by multitasking. However, observations by Foulcault (1998) that educational institutions have ritualized their practice to discipline and control seem to persist although the application of social media acts as a driving force towards democratization of educational processes.

Another issue vividly expressed by a student research participant is fragmentation of identity *"you create a certain facebook profile but you just create a certain image which is not your real self and when you communicate with a person on facebook, you do not communicate with the person directly, you communicate with a created image, it seems as if the created images communicate among themselves" S6*. It resonates with the idea expressed by Bauman (2011) that personal identity becomes an object to be hidden or not expressed, lost in the mosaic game of media stimulated and forced on play of identities where constant identity change, dismissal of the old one and seeking for new manifestations become a must. Although there is not unambiguous perception as teacher research participants observe that the language used by social media participants, their likes and dislikes, activities, even photos reveal a lot of personality which might not have been expressed elsewhere. What one sees, often depends on how one looks Saevi (2012).

Privacy issue appears to be an additional concern while using social media. Two groups of research participants: teachers and administrators express their cautiousness about privacy and certain unwillingness to reveal personal information sometimes leading to none or very limited use of social *"I do not know how my personal data are used" T3* which is reasonable having in mind various security issues discussed in the media itself. It is noticeable that people somehow are open about their information in their friends circles but express certain level of cautiousness concerning the broad accessability of information. Similar issue is noted by Gross & Acquisti (2005) that social networks demonstrate the characteristic of being more levelled and information is available to more friends but then trust might decrease within online social network as the subject is not sure about the broad accessibility of personal information. However, student research participants expect more open communication which becomes burdened by fears of breached security. Besides, some research participants would like to see what their children are doing on social media. In such a case curiosity wins over privacy concerns *"now I want to reopen my facebook account as I would like to see what my son is doing, what his friends are" T9*. It resonates with Momus myth analyzed by Van Mannen (2010) observing that Momus became the first to express the desire to access what was hidden in the human heart by means of a technology of surveillance.

Another issue closely connected to pedagogical relationship analyzed below stands out as the change of teaching/learning processes. Teacher research participants themselves admit that the teacher role is changing *"The study methods are becoming more open to teachers and students" T7* and *"My role as teacher changed, I became more a tutor" T10*. However, there still exists a wish to thoroughly control. Student research participants also express the need for teacher development *"Teachers try to help, they explain all the systems but sometimes there are teachers maybe not created for modern technologies, they don't know how to use social media and it makes the study process more difficult" S8*. Administrators as well acknowledge the need for staff development which includes the need to develop acceptance of social media, to adapt social media teaching style, to balance content and tools. In fact, it reveals how challenging social media use for the teachers is and how much training is needed. It is not enough just to learn technical skills to operate social media tools but it is also necessary to balance teaching and tools. Similarly Bates (2005) advocates that there is the need to redesign and reorganize teaching in order to successfully and fully apply the new technology which according to the author is often ignored. The idea is discusssed identifying that it is not enough to simply put a conventional course on to social media environment, if the course is expected to be effective then it needs to be adapted and modified for online learning environments. Which resonates with Mason & Rennie (2008) statement "simply putting up a course online without any modification would not work" and what Pollock (2013) advocates that what is done in face-to-face classes cannot be simply be transferred online. In addition, administrators research participants express certain reservations about teacher age and their readiness to use social media in university studies by expressing their preference for younger teachers. It should be admitted that according UTAUT the Unified Theory of Acceptance and Use of Technology (Venkatesh et al, 2003), technology acceptance behaviour depends on the age factor showing better results for younger ages. However, researchers admit that research on job-related attitudes

(Hall & Mansfield, 1995) identifies that younger workers may consider extrinsic rewards more important and it could be a drive to enhanced technology acceptance.

The following issue exists with the fusion of formal and informal learning. Student research participants admit that they learn from their peers while sharing the information on social media *"I participated in group discussions, tried to find out the answer to the questions together " S2*. It seems that more and more students learn in an informal way by navigating social media environments. The idea is also supported by theorists (Siemens, 2004) claiming that learning occurs in multiple situations and multiple social media environments and constitutes a bigger part of learning which a human undergoes during the life time. However, it does not mean that formal education disappears, as the teachers identify, their role changes into tutoring, guiding, which is discussed by the researcher Kop (2010) who regards educators as "trusted human filters of information". What is more, administrators express certain reservation on the quality of the digital content on social media. However, Smith (2009) indicates that social media opened up the possibility to express opinions which may not be of high quality content, expectations of which are expressed in administrator reservation, but according to Smith (2009) opinions could be used building up improvement and development. Agichtain et. al. (2008) advocate that user-generated content in social media varies drastically, it contains both high quality content and low quality content.

It is followed by the changes in the educational institutions themselves. Administrators mention the redefinition of working places and possibilities of moving lectures into social media environment. It seems that social media is bringing inevitable changes into physical education organization as such. On one hand, as McLuhan (2003) states that the age of technologies and electricity has redefined the nature of work by freeing people from repetitive mechanistic work and opening up possibilities to participate in the society creatively. There are more possibilities to advertise, to attract new students, to reach multiple audiences, equip teachers and students with unprecedented educational possibilities. On the other hand, there are demands to for training and time to internalize social media, to pay attention that the genuine human need of communication remains.

Four additional problematic areas emerge which are mentioned by the research participants: fragmented or disrupted communication still persisting shortage of technological supply, knowledge commoditization and media addictiveness. Fragmented communication seems to be inherent to social media nature as Bauman (2011) observes. Liquid modernity is characteristic of fragmentation and mosaic nature of human existence, of communication. The research participants name it as disappearance of direct contact *"I felt that direct contact with the students was disappearing in social media" T1*. Even physical communication gets disrupted as people develop a tendency *"to being connected to their ipads or something, being constantly on facebook, mixing virtuality and reality which gives a feeling they are not communicating" T7*.

Another modernity issue is knowledge commoditization *"In open data bases you can get knowledge free of charge but if you want to get a certified credit you have to pay, so it's relatively free of charge" A6*. At first sight it seems that social media enables the learner to make more decisions on learning Siemens (2004) "connectivism" theory; however, Mason & Rennie (2008) seem to be right indicating "knowledge commoditization" and "the student as customer" paying for certification or credits. However, it seems to be just

regularity in our heavily consumptive society where everything is consumed, including people consumption (Bauman, 2011)

Shortage of technological supply which teachers have to consider in using social media for education is another issue. *"It was difficult to administer tests because not all the computers worked, for example there are 9 computers here and two of them don't work and there are 16 students, so I often give them a paper test" T13* in such cases teachers have to make choices for relying on traditional paper means which may seem odd. Having the internet and computer access is now becoming viewed as one of the fundamental essentials like shelter, water, etc. (Cisco research, 2011). Cisco research (2011) reveals that 1 in 3 college students consider the Internet to be just as fundamental as air, water, shelter, and food are. It seems that the internet connection is becoming perceived as vital by the majority. I notice this in my own perception as I get heavily aggravated if the internet connection disappears out of a sudden. Being constantly connected to the surplus of information seems to be vital and I love what one of the research participants said about information *"Information is not rectangular paper pages, it is a metaphysical matter and it exists in social media in abundant amounts, we have to understand this and not to resist but accept and teach our students how to navigate the abundance of information finding and absorbing the necessary, useful one" T8.*

Finally, social media addictiveness or addiction as the research participants name it. Even with many users expressing dissatisfaction, non-users expressing fear or suspicion, social media is addictive, it is infectious because of its inherent nature as McLuhan (2003) reveals that social media is an extension of a human. And human extensions fascinate people as they are created with the purpose to enhance humans. What is more, as Arnold (2003) identifies technologies are created to solve certain questions but their creation changes the question and automatically the answer, in such a way raising different unexpected issues. As a research participant identifies *"There are people who say that it's a waste of time to write comments on facebook but if you start using social media actively, you see that it becomes addictive. It's like irritable smoke when others smoke, but when you start smoking, it's already not a smoke, it turns into a possibility to communicate, relax, stress relief, focusing on other things more productively" T10.* It could be observed that social media is percieved as a way to relax without noticing its addictive character; however subconsciously addictivenes is expressed by comparing social media to smoke or smoking.

Emerging positive effects

Relying on the overview of the existing literature on social media in university studies positive effects of social media emerge in the comprehensive overview. Speaking about the use of social media additional to the two identified common types of use for communication and sharing information, there also emerge educational use for fostering student creativity identified by the teacher research participants and collaboration identified by the student research participants. Educational use for fostering creativity fits into digitalized Bloom's taxonomy or digital taxonomy addressing the aspects of social media incorporation into education as the promotion of the highest order of thinking skills, the highest aspect of the teaching/learning objectives. Creativity as an important transversal skill expression and development in the environments of social media is recognised by scholars (Scardamalia,

2002). Collaboration mentioned by student research participants is also one of the key components, drives in educational environments acknowledged by scholars. Dabbagh & Kitsantas (2012) provide the percentages of students using social media for coursework related collaboration (30.7% of wiki use, 49.4% of SNS use, 33.4% of video-sharing use, 37.6% of blog use, 40.2% of micro-blog use, and 30.5% of social bookmarking use). The data shows that university students are using social media actively and collaborating in the frame of their coursework.

Speaking about previously mentioned modes of social media use: communication and sharing information research participants identify that they communicate with their friends, colleagues and organizations for personal and professional interests. Apart from personal contacts teachers communicate with their students and other organizations for educational purposes, administrators try to advertise their institution and attract new students. Information sharing appears to be a wide area for the research participants. They share new ideas, information on organizations and studies, teachers share study materials with their students, students share information on study difficulties and also with friends or acquaintances, administrators provide training.

The theme of advantages of using social media represents positive social media influence while incorporating technology in university studies. Kop (2010) provides an exhaustive list of social media merits and ways how modern information technologies including social media may influence education. The list of certain features of education stimulated by social media is fully covered by the advantages mentioned by the research participants:

- Increased communication;
- Sharing information;
- Possibility to reach vast numbers of people almost instantly;
- Information visualization;
- Wide access to information;
- Simulation (various types of projects which enable the use of various sensory channels);
- New forms of creativity;
- Economical nature, saving resources.

Teachers identify increased information exchange, wide access to teaching materials, possibility to monitor student work and provide feedback. They stress that social media increases the possibilities to share information *"For me it's a space where I can get information easily, to ask and get answers easily" T8*. Another feature mentioned is possibility to reach audiences despite time and space limits, as Moore (1993) indicates that online interaction is transactional in distance and time. What is more, Mason & Rennie (2008) state that the type of technological medium can support student possibility of access through time limitations and various locations, in fact providing access to many users. The research participants also view social media as transactional for time and space *"There are no time or place limits, I connect whenever, and my students connect whenever" T7*. They also admit that social media gives a broader view of person through opinions shared, linguistic and visual expression. Teachers feel that social media makes communication better and is attractive to the users, for example, possibilities of

instant feedback and discussions, all senses involved and it is easy to use. They stress the importance of institution promotion, dissemination of educational activities, institution representation and creating and promoting an image of an institution making it attractive to students. Teachers mention economical feature as well saying that social media enables to save paper, travel time and makes education more accessible by being more economical *"I saved on travel, I participated in conferences not travelling abroad" T1*. The category of economical use reveals that paper resource use becomes unnecessary and travel expenses are saved as well. Similarly Kop (2010) indicates cost-effectiveness of social media and possibilities to reach vast audiences in almost no time.

Students also mention information availability and presence indication which enables better communication. Wide access to information, multiple sources of information could be used and multiple users could be reached which leads to working together, collaboration in exchanging and creating knowledge. Collaborative new knowledge creation stimulates new collective forms of creativity when creativity becomes not only individual secluded process but also manifests itself in the process of sharing, working together, collaborating and creating.

Administrators stress the importance of wide access to information. They mention that the use of social media in one institution triggers like a chain reaction causing other institutions to adopt or improve social media use *"Lithuania is a small country and our staff work in other universities and colleges, so it was like a chain reaction, our institution raised the level at the same time raising the level of other institutions" A7*.

All the mentioned features of social media influence universtity studies. Participators of educational processes face enhanced communication via social media, enhanced access to information resources, engagement of all the sensory channels, collaboration and creation of new digital content. Education participators perceive these features positively as moving higher education towards improvement, towards new quality and new envisioned dimensions.

Emerging temporality and spatiality

As Illich (1996) identifies we live in "mileu technique" the environments heavily equipped with technologies and technologies are changing our living by inviting us to reshape it. According to the observation by Merleau-Ponty (2002) "our existence changes with the appropriation of a fresh instrument" so is our world changed by social media. In the interviews of all the three groups of the research participants clearly stand out temporality, and spatiality as closely intertwinned with each other. Just as social media is transactional in distance and time and is targeted to reach vast audiences (Moore, 1993).

Heidegger (1962) introduced the two notions of temporality: the world-time in which the world appears to our being and ordinary-time which denotes subjective lived time.

Time resonates almost in all experiences of the research participants: "it takes time...", "it saves time..." Time is experienced in various ways. First, time is intertwined with space *"Speed, a quick access to everything, quick search, quick to reach people" T1,* "There are no time or place limits" or *"The search for information becomes quicker, earlier when I needed some information first I checked resources at home, then I would go to the library, and not always could find the information, now the internet allows me to find the necessary information very quickly" T13*. It could be felt how it would take time to check one's home

space looking for resources, then going to the library and now everything is just at one's fingertips performed with a push of a button. Another experience of time is asynchronous and synchronous modes, flexibility between them when the limits expand and there is no need to connect to social media at a rigidly identified synchronous time "students can connect whenever, teachers can connect whenever ".

Time is experienced as additional work load, a tedious duty perceived by teachers devoting time for mastering social media in their hectic timetables *"Certainly at the beginning until I got used how to apply social media, it seemed difficult and took time but you have to invest your time when you are learning" T4*. Mason & Rennie (2008) insight reveals that in many cases staff is supposed to educate themselves which causes additional tension and is usually perceived as additional workload on the staff. Time is experienced as preparation for the lectures *"I spent plenty of time in order to prepare the material" T1* or *"Certainly, it takes time for me to upload the test" T3*. Time is also experienced as a stress *"I had a lecture where there were 30 people, it was a great stress for me, because I got so many questions and while I am answering one question I see that a list of questions is awaiting and I see that a student is already waiting for 10 minutes, I was all sweaty" T13*. Seeing so many questions awaiting in time might never happen in a face-to-face class as there might not be a time gap for questions, some students might feel shy to pose their questions, some questions might be similar so by answering one the teacher might be answering many at the same time or the teacher might be more flexible in politely refuting some questions if the lecture time limit expires.

There is also Baumanian (2011) puantilistic time when time gets pressed into one point or a dot, so called time implosion *"Sometimes I spend hours in front of computer screen looking for information and after that I cannot understand what I was doing at the computer, as if it eats up my time" T6*. Sometimes time is experienced as lost time, as a loss or a distraction *"I lose time because when I start looking for what I need, somehow I slip into social network or start looking at a different topic, there are many distractions" S10*.

As it is observed by Heidegger (1977) closely related with time stands out spatiality as space and time are experienced as intertwined. Reflecting on spatiality we should admit that human beings are not just simple objects inhabiting space objectively, human consciousness acts in a subjective way and it becomes the medium in which things get spatialized. Heidegger observed that our consciousness perceives space as structured nearness and he speaks about *Ent-fernung (*de-severance, de-distancing) caused by technology.

"Initially and for the most part, de-distancing is a circumspect approaching, a bringing near as supplying, preparing, having at hand…All kinds of increasing speed which we are more or less compelled to go along with today push for overcoming distance. With the 'radio,' for example, Da-sein is bringing about today de-distancing of the 'world' which is unforeseeable in its meaning, by way of expanding and destroying [altering] the surrounding world." (Heidegger, 1962, p. 207)

Social media is perceived like a space where the information exists *"For me it's a space where I can get information easily, to ask and get answers easily" T8*. However, by some research participants as it is called a cloud it is experienced as a cloud with some distrust that the cloud might disappear *"We shouldn't forget that social media is in the air, in the cloud, and if one day a thunder hits this cloud, we could remain without anything, so I'm*

reserved, for me the cloud is the cloud, technology is good but safety first" A6. It is perceived as some space, some realm in the air, something ephemeral.

Space is experienced in Heideggerian manner as de-distancing, as a reach *"very convenient when I was ill I connected to my students from a distance" T14*, the research participant observes that one can reach people from a distance, there is no need to cover the distance in usual ways of going or travelling *"Some time ago I had to go to work to meet the heads of departments to solve some issues, now I don't need to go in order to reply to the questions or send a document" T11*. It is a space where daily life activities take place it is becoming a living space *"I try to do everything on the Internet, fill in documents, buy things, I imagine if there was a possibility to fit on clothes in the Internet, somehow get a version of an avatar like me, I would use it" T7*. And it automatically challenges our physical space or the space perceived as physical *"I noticed that we become mobile while learning and we learn not depending on place and time, then I feel that there is a question if physical institutions will remain." T3*, so virtual space of social media, the cloud is perceived as a challenge to our lived physical spaces. Space is also perceived as a place of connection *"I like writing messages on facebook because you can see immediately who is connected and if he/she has seen the message, then communication seems to be livelier" S15*. Though imaginary or not, the virtual realm helps to feel connected. In fact our existence becomes divided into two realms: physical reality and virtuality sometimes intertwining with each other, sometimes challenging each other.

Emerging relationality

While using social media relationality is experienced in a twofold way: relations between social media users and human-technology relations. As Evans (2010) observes people interacting by the means of social media do not simply enter into interaction with other social media users but they also interact with the technology itself. What concerns the interaction among social media users a process of reduction takes place by what is observed by Heidegger (1977) that humans as beings with deep essence get transformed into mere functionaries. Reduction of relations is experienced by the research participants *"Communication on social media doesn't fell natural for me because people create their profiles, certain images and when you communicate, you communicate with created images, it's a feeling that images are communicating between themselves" S6*. What is more, virtual realm pushes our physical realm for shrinkage *"More and more often I meet people who are constantly connected to facebook and even when you are with them, they still are busy on their phones and communication is disrupted" S15*, as research participants name it communication disruption or reduction take place. In fact, what Evans (2010) observes communication undergoes crucial changes, similarly like Heidegger (1977) gives example of changes in farming when technology brings the need to improve nature instead of maintain it. There is an anecdote of two lovers meeting on a park bench and continuing writing messages to each other. It reveals the changing landscape of human communication. However, it is not as simple as reduction. Pollock (2013) writes about immediate presence or "synchronous" in distance communication which increases interaction among students. Also according to the theory of social presence the effectiveness of communication depends on the level of social presence (Sallnas, Rassmus-Grohn, & Sjostrom, 2000).

Research participants experience presence, being with another in the realm of social media *"I like writing messages on facebook because you can see immediately who is connected and if he/she has seen the message, then communication seems to be livelier" S15* or *"It's very comfortable we have a group on facebook where we communicate and discuss with group mates share study material, help each other" S11*. There is real help, sharing, discussions in the realm of social media and it gets even addictive as the research participants name it, experienced as addiction *"I came home and first I connected to facebook and started communicating, watching videos, reading articles, and this distracted my attention and it was difficult to disconnect" S11*. There is also lived experience of certain intimacy *"My students admitted that for them being behind the technology screen allows them to open up, to communicate more sincerely" T12*. Chickering and Ehrmann (1996) indicate that technologies can strengthen faculty interactions with all students, but especially with shy students who are reluctant to ask questions or challenge the teacher directly. As well Ellison, Steinfield and Lampe (2007) speak about social capital acquired by students using social media. What is more, experience of being in the public of the virtual realm of social media gives the feeling of privacy becoming invisible, dissolving in the virtual community "*In a way kind of privacy appears, in fact you get into public space but as everyone uses it, you remain unnoticed" T13*. Presence is felt through language through mental processes and the language, the images, sounds, self-expression artefacts invite hermeneutically interpret the information, perceive the others *"First of all I paid attention to what language people use in their writing, then what moods they express" T8* or *"From the photos, from everything I understand, I find out the opinions of other people, I find out more than communicating in an ordinary way, because the person may not openly tell me what he likes, what music, what creative arts" T2*.

Again, as Arnold (2003) observes technology has a double Janusian face and what for ones is a chance to enhance intimacy and closeness of contact for other is a breach of privacy. What Van Mannen (2014) observes is Momus face of technology which seeks to reveal what is secret, intimate, what breaches privacy. Some research participants express their reluctance to open up private territories on social media *"Maybe it's my character, I don't like showing my photos, telling about myself, it is too personal" T2*. While others seek to acquire more information, seek for relationship *"There are a few teachers on facebook and I like it, I like when I pass someone at university and I know the person from social media" S10*. There comes paradoxical clash observed by Arnold (2003) between public and private, the process of one's working place entering personal space. Teacher research participants express their wish for personal spaces while student research participants require intense communication *"We have one teacher who you can ask on facebook doesn't matter at four o'clock in the morning "Sorry professor, I don't understand" and he will answer and explain but others are old-fashioned, they stress the importance of their personal space. Maybe if their attitude changed we could communicate more easily" S14*.

Idhe (1990) identifies four types of human –technology relations: embodiment, hermeneutic, alterity and background. Experience of embodiment by research participant is lived through hiding behind the computer screen, getting in a way invisible *"My students admitted that for them being behind the technology screen allows them to open up" T12* where there is no tactility involved simply the language, images, sounds, artefacts of self-expression. Hermeneutically the users are invited to orient themselves in the environments

of social media following the signs, the icons of the software language. And it is not always easy, if the signs get changed out of a sudden, the orientation is lost, the user needs to interpret new signs stepping out into unknown territories *"If the media doesn't change and you get used to it and then it changes out of a sudden, It's always a shock" T13*. Or sometimes the user might feel overwhelmed by the abundance of signs, feel burdened in hermeneutical orientation in social media territory *"I noticed that during the day I need approximately 5 rubrics but every time I need to search for them because they are hidden somewhere, the system should be user-friendly not so complicated especially for the beginning students" S9*.

Often technology seems to be an object in the background taken for granted and noticed only when there is some failure or lack of resources. We notice technology when we have to change our usual routines otherwise we just use objects for granted *"It often happens to me that plan to watch movie excerpts for GIST and out of a sudden the projector switches off and then you have to improvise to think of other activities to be done" T10* or *"It was difficult to administer tests because not all the computers worked, for example there are 9 computers here and two of them don't work and there are 16 students, so I often give them a paper test" T13*.

Speaking about alterity Latour (1993) and Verbeek (2008) suggest that technological objects have agency thus humans experience moral force while encountering technology. Some research participants experience social media as if a living thing or having a power of a personality *"Somehow I became afraid of all the networks, because google search can see what you are doing, all my moves in the digital space are registered" T14* or *"I liked the quote which I found "In 2011 there were billions of questions searched on google" so then there is a question who people would address these questions before google" A7*. I found even images saying if google was a guy, he would look like this.

Concerning human relations the theme of maintaining the pedagogical relationship stands out as essential. As Van Mannen (2013) indicates, pedagogical moments are the moments when adults have to do something in relation to a young person or simply another person to enable the latter to develop and grow and naturally. Educational environments in educational institutions are the thriving fields for such pedagogical situations. There are usually institutional attempts to record, describe, prescribe and regulate pedagogical relationship in various ways but still pedagogical relationship seems to be one of most enigmatic fields where Greek aletheia shows and hides again to be captured and lived through for a short moment. Biesta (2014) advocates that in nowadays "learnification" context which is legitimized at the international not speaking about national or institutional levels, "learninfication" is so far tightly embedded in the EU documents like Bologna process and Luven convention. The author reveals that learning and learner autonomy seemingly innocent notions screen or push into oblivion the idea so well developed in the Utrecht school of pedagogical thought that pedagogical relationship is asymmetric relationship where the educator takes responsibility of the relationship and acts in a responsible way. On the other hand responsibility should not turn into totalitarian control the threats of which the dominating power are well revealed in panopticon metaphor by Foucault (1998). The question of normality and regulation is well encoded in Greek mythology – a well-known terror of Procrustean bed.

In the process of unfolding pedagogical relationship we could observe a continuum of attitudes and unfolding situations where on one end we can find control, total schematization, an array of prescriptions which should be followed by all means on the other end we would see learner responsibility which reminds of a phrase from a famous novel by Ilf and Petrov which the main character Ostap Bender likes to quote in numerous turmoil situations "the saving of the drowning is the responsibility of the drowning ones themselves". And somewhere in between a harmonious action of aletheia shows itself to disappear again.

Van Mannen (2013) reveals that pedagogical experiences can be positive or negative, but no matter what, they exercise certain influence on us. Here I remember my personal experience with my teacher of music of how I really tried to prepare well for playing the piano sessions. Since we didn't have a piano at home, I had to go the hospital where my mother worked as a nurse to practice playing the piano. I practised as much as I could, however; my music teacher got worked up so much, she started shouting at me that I still cannot hold my hands appropriately, that I look like a cow and sit like a cow. These words would hit like nails the heart of a little girl I was then. Even now being an adult when I am writing about my experience I can't help crying. Now being an educationalist and doing my PhD I clearly realise that it was a really bad pedagogical experience but maybe it enabled me to see beyond any instructions during my pedagogical career and let my students grow without putting them into a Procrustean bed. Maybe it evoked my genuine interest in pedagogical relationship looking for answers if the things could be revealed trough research through writing and sharing and helping others grow pedagogically if hopefully they will stumble on my texts in the relentless flow of information. This way my personal experience presents the latency of pedagogical experience well discussed by Van Mannen (2013).

Pedagogy is the routine and reflective, habituated and deliberate, preconscious and conscious practice of teaching, and in the pedagogical relation there is influence, exercised by the adult toward the young people (Van Mannen, 2013). The Utrecht school perception focuses on pedagogy as more concerning the child but if we think about pedagogical experiences and moments in our lives we could notice that there are pedagogical experiences not even which concern childhood but later in live they are as well experienced in an asymmetric way from our university professors, our bosses and sometimes even our spouses. Like Buddhist teachings say that almost anyone we meet in our lives becomes our teacher.

What is more, if we look at the first part of the definition we could see that it is a preconscious or conscious practice, so in the context of educational institutions we naturally have pedagogical relationship and pedagogical experience and mainly this pedagogical relationship is based on teacher beliefs and institutional regulations. Sometimes institutional regulations and official discourses are so much internalised by the teachers that they are perceived as their own perceptions and are applied with the genuine belief that everything is being done for the good of the students.

However, as the writer William P. Young in his novel "The Shack" reveals in one of the insightful dialogues that rules cannot always regulate or prescribe everything:

"But you gotta admit, rules and principles are simpler than relationships."

"It is true that relationships are a whole lot messier than rules, but rules will never give you answers to the deep questions of the heart and they will never love you."

Relationship is characteristic of not having certain and stiff rules. Surely, certain rules exist but every moment in a real living pedagogical relationship the rules require fresh redefinition as each pedagogical situation is unique in its own right according to Jaspersen (2001) and requires a unique approach each time. Similarly Freire (1970) reveals that "banking" metaphor of education is directed towards dehumanization of both students and teachers. The metaphor includes the approach where students are treated as empty bank accounts constantly open to the knowledge deposit by the teacher. The author argues that such an approach stimulates oppressive attitudes in the society and suggests using an "authentic" mutual approach to education which admits human incompleteness and education as a constant act developing human completeness and mutual relationship between students and teachers in this process.

If we look at the theme of maintainig the pedagogical relationship we can see that the interviews with the research participants reveal a twofold nature of perception of pedagogical relationship the first one is a more controlling, regulative approach and the other is more open, democratic view. As it has already been mentioned the asymmetry of pedagogical relationship requires responsibility on the teachers side, but is control really responsibility? In a way some control is involved in responsibility because a responsible person would perform himself/herself but as well will try to make sure the students in the educational process undergo certain situations which allow them to learn or develop and would allow the students develop and grow. On the other hand, as Lee and McLoughlin (2010) identify that social media brings new more democratic forms of studying and there might be some issues for the institutions of formal higher education to adopt the new more democratic approaches instead usual linear controlled ways. The research findings are related to the embedded institutional control which is identified in university institutional strategy to control studies and urging the teacher responsibility to control and the learner responsibility for his/her own studies. This sounds in tune with the notion of perceived personal control in university or college studies researched by Perry & Smart (1997); however they prove that perceived personal control works well only if positive feedback on study results is received by the students and involving teaching is provided, otherwise there appears helplessness and students do not achieve. So the understanding of asymmetric pedagogical relationship developed the Utrecht school stands out here reminding that asymmetric relationship is based not purely on control but also on teacher responsibility.

Additional sensitive matter related to the issue of control is the attitude to the studens questions, if the questions are perceived as hindering or unnecessary or an inevitable part of the learning process. Here I recall my personal experience, when a new environment was introduced in my banking system, so the managing team even phoned me to inform that if I have any questions I could use free of charge line any time for consultations and guidance helping to adapt to the new system. I know that feeling myself when you open the machine screen and stare helplessly though all the information is there but you just need to orient yourself. Surely banking system has the means and the staff employed to help the customer while the teacher seems more inclined to save the time as there are many tasks included in teaching routine: planning, preparation and improvement of the

teaching material, real teaching hours in real time and all the additional duties of the faculty. However students' questions are inevitable and while being in teaching profession one has to accept it as a natural part of the routine. I also recall an anecdote when my colleague was dissatisfied about the parents' impoliteness since they called her in the evening after her working hours just to enquire what could be done to improve their son's achievement. In fact the faculty divided into two opposite camps: there were colleagues who would understand the dissatisfaction while some of the colleagues quoted the story of a priest who could be visited at any hour, could be at four in the morning and would still listen to a hurting soul. Surely it was an extreme example but in a way teachers have to accept that students' questions are inevitable otherwise like one seminar teacher said, "if a teacher could be substituted by computer, then he should"

The research on the views concerning the question of student multitasking has proved to be contradictory by some researches advocating for it but many researchers find it irrelevant and damaging student's grades (Fewkes, A. M., & McCabe, M., 2012). Some research claims that students who multitask during class time have impaired comprehension of course material and poorer overall course performance (Barak et al., 2006; Hembrooke & Gay, 2003; Kraushaar & Novak, 2010). Student distraction by social media has been widely discussed by the researchers. The Kaiser Family Foundation carried out a survey in 2010 and reported that children ages 8 to 18 spend approximately 7 or more hours using social media networks and entertainment per day. McCoy (2013) in his research observes that the top reasons for using digital devices for non-class purposes, according to students, are staying connected (70 percent), fighting boredom (55 percent) and doing related class work (49 percent). The most commonly acknowledged disadvantages were that they don't pay attention (90 percent) or miss instruction (80 percent). However, not everything is so simple, evidently McCoy (2013) observes that 55 percent of the respondents in his survey used digital devices for multitasking to fight boredom. Also Rouis, S., Limayem, M., & Salehi-Sangari, E. (2011) in their research proved that students with high self-regulation do not experience any effects on their marks caused by multitasking. It seems that engaging activities and acknowledging multitasking as inherent to some students might be the answer to the issue. Other research is directed to support multitasking as an augmenting factor of technology use in the classroom (Young, 2006). Similarly Bates (2005) advocates that there is the need to redesign and reorganize teaching in order to successfully and fully apply the new technology which according to the author is often ignored. As a way out Fried (2008) suggests that, if the teacher does not integrate technology into the lecture, it is better to forbid the technology. So it seems that some research participants who feel disapproval of multitasking with technology *"If I have a lecture in a room where there are computers and if I don't tell them not to turn on the computers, everyone gets into facebook and if I tell them to disconnect, dissatisfaction is expressed" T3* they have the right to eliminate it. Here I would like to quote a seminar presenter, who was presenting on the benefits of communicative approach in language teaching over the old linear approach of grammar-translation method and was asked the question if he would recommend that only communicative approach should be used. To which he wisely answered that the best method is the method which works with a concrete teacher in a concrete classroom, as long as the results are achieved and students enjoy their learning, methods and tools could be applied, changed and intertwined from the broad

existing repertoire, it is simply necessary to know and be able to chose and apply, to juggle with ease the broad repertoire.

All the categories of acknowledging students multitasking, creating cooperative atmosphere, facilitating student activities, flexibility, tolerance and preference of informal communication relate well to Siemens (2004) learning theory which stresses the overall democratic nature of social media where learning takes place while connecting specialised in formation sets, tracing connections among multiple fields, ideas and notions, where teachers may become facilitators, advisors which information and ideas to choose in the abundance of information.

Gardner's (1983) model of multiple intelligence shows that multitasking is inherent for people, especially, with prevailing kinaesthetic intelligence. Here I remember a case from my teaching experience, when I had a student who could not sit still during all the class. From time to time he would stand up and take notes or do something while standing. Since it was not hindering anyone's learning I let the student learn in his own way. At the end of the class he came to me to thank and told me that I was the only person who would not shout at him and force to sit down.

The need for pedagogical contact is well-described by Van Mannen (2013) by identifying that the main feature of pedagogical relationship is open and caring educator-student communication Van Mannen (2013). Can teachers expect their students to open up in the environment where students know that they are observed by their teachers? Or is it more like panopticon by Foucault (1975) which according to the author becomes even more limiting in the modern technology world where due to technologies our inside is made transparent at the same time limiting us by this totality of control? Research performed by Murray (1985) in the environment of higher education demonstrates that informality of teacher – student interaction favourably affects student learning and achievement. Van Mannen (2013) argues that pedagogical contact is essential the author speaks about the toxicity of formalized education environment. "Even well-meaning and competent teachers can become toxic teachers in a world where we become impotent and insensitive to the pedagogy of contact in teaching and learning." (Van Mannen, 2013, p. 291).

Actually both pedagogy (Van Mannen, 2013) and social media (Siemens, 2004) require flexibility and readiness for decision making according to the situation. Social media world is proactive in promising possibilities rather than implying limitations. Concerning the abandonment of limitations there is a well-known story about a famous mathematician George Bernard Dantzig, who being a student was late for a lecture so he copied what was written on the blackboard thinking that it was homework. And in two weeks he solved the problem and presented to the professor. He had not known that at the beginning of the teacher the problem had been presented on the blackboard was insolvable.

The research participant lived experience reveals how technology (social media) merges with the best pedagogical practices and enables teacher – student cooperation in the study process. Similar to what Heidegger (1977) reflects on in "The Thing" how a thing opens a new world which includes new structures to be experienced and new meanings to be constructed. Each new piece of technology reveals new horizons and new possibilities to disclose our inner horizons and inhabit the new world disclosed by the new technology, social media. However, I would agree with Castels (2007) and Irrgang (2005) that technological transfer does not automatically lead to modernization, appropriate

cultural transfer is necessary. If technological advancement is applied not for exploitation, power exertion, then there is a hope for social advancement.

Reflecting on teacher creativity

New technologies change the nature of human work essentially, what is more in the information and globalized society the changes embrace personal life, social and cultural dimensions of personal world. The restructurization and fragmentation of the post modern world force the contemporary individual to independently take decisions and construct individual reality, create one's own personal, social and work world. Constant learning and personal development become one of the main parts of human life, (Glastra et al., 2004) where creativity and its expression become essential.

Human creativity, the ability of human race to create various technologies have been analyzed by philosophers through Promethean myth. Gadamer (1999) in his interpretation reveals that while giving fire to the humanity Prometheus also gives the ability to acquire "technai", in other words cultural skills, the ability to create and have a possibility of self-help. He provides a list of creative activities or human arts which include astronomy, navigation, medicine, etc. Epimetheus did not provide the human race with any qualities which could ensure its survival. When Prometheus realized that helpless humans were doomed to perish without help, he gave then fire which symbolizes "entechnos sophia syn pyri" (translation: knowledge of art or craft). According to Gadamer (1999) the Promethean myth embodies the human creativity. Stiegler's (1998) interpretation goes further showing that fire and tools helped humans to survive and improve their condition and humans got wound up with their created technology turning into cyborgs with organic and inorganic parts, constantly reinventing their prostheses and living in their prosthetic existence intertwined with technology, inventing technology and being reinvented by technology.

According to Prensky (2014) contemporary education realities have a tendency to undergo such fast changes that require an increasing adaptability from teachers and creative approach to the technologically wired and changing educational environments. Similarly, the problem is described by McLuhan (2003), stating that the times of mechanistic and linear philosophy are over, that the linearity has been changed by the simultaneity and concentricity of the digital age with its infinite intersection planes, where all types of media are constantly interacting with each other. So teachers have to enter this simultaneous world involving themselves into the university study processes, the success of which is determined by personal creative expression, and in which the creativity is realized.

In terms of creativity, it tends to be closely associated with artistic, spiritual activities, but modern scholars extend the concept by emphasizing the practical and professional perspectives. Creative people are treated as vitally important resources (Rickards 1994). Qualities of a creative personality are analyzed by the representatives of the humanistic philosophical school of thought. For example, according to Maslow (1968), courage, freedom, spontaneity, self-confidence allow a person to work in a creative way and achieve self-realization. The approach to creativity and creativity research has been systemized by Sternberg and Lubart (1999). They distinguish seven paradigms of creativity evaluation

ranging from the mystical approach to creativity, addressing psychoanalytic, pragmatic, psychometric, and cognitive, social-personality approaches and finishing with modern, interdisciplinary theories. The most relevant creativity research paradigm, which is identified by the authors, is the confluence paradigm. The aim of the theories attributed to this paradigm is to reveal the multiplicity of creativity, to combine a wide range of components and to convey the understanding of broader impact of the context.

Cropley (2008) introduces three main characteristics of the particular importance of creativity in psychology and education. The first is a novelty. This can be a product, a process or an idea, in our case it is the use of social media in university studies. The second one is efficiency, which means that it works and gives some results that can be aesthetic, spiritual or tangible. The third one is ethical, because the term creativity is not used to describe the manifestations of self-interest or destructiveness. Cropley (2008) also discusses such important components as a creative products which can be tangible or not, and creative personality, as the cause or the potential for the products to appear, creative personality traits such as openness, flexibility and courage and the interaction with the social environment, where space for creativity appears. Creative personality traits discussed by Cropley (2008) are revealed as specifically important characteristic of teachers using social media in university studies,

Teachers, using social media as new technologies in university studies, demonstrate such qualities as interest in innovation, self-confidence, the ability to experiment and take risks, which are inherent qualities of creative personalities. Personality characteristics and socio-cultural environment as a source of creativity, as key factors creativity are identified in the social-personal approach theories. Amabile (1998) indicated that certain personality traits such as independent thinking, self-confidence, interest in complex phenomena, aesthetic needs and risks often characterize creative people.

Csiktzentmihalyi (1996) applied systems theory perspective for the study of creativity. The author distinguishes three systems the interaction of which induces creativity. The first system is a system of individual where creative ideas appear as well as the need to create, to change and improve. Every creative act or a piece of work in a certain sense is considered to be a deviation from the norm. When some of these variations are positively assessed they get rooted and become the new norms. The teacher works in a creative way applying new technologies, new methods and tools. The second system is social environment, which includes people, who promote and accept teacher creative initiatives. In university environment they are colleagues and the management. The third is culture. The expectations of the faculty performance dictated by the managers and the reaction of the faculty itself shape the unique culture of the organization.

Amabile et al. (1998) while investigating the influence of organizations on creativity identify three levels of creativity, which show how creativity is fostered. The level of the social environment of creativity recognition begins with the provision of new ideas, their development and promotion of the exchange of ideas, their succeeding support and implementation. The second level of the social environment includes the manager approach and the promotion of creativity at the institutional level. The third level of the social environment refers to the peer support, collaboration, openness to innovation and change, constructive approach to challenge and the relationship based on trust and mutual assistance.

Jeffrey & Craft (2004) stress that creativity is an essential element of self-expression and satisfaction, and is vital in ensuring a motivated and meaningful learning and life including life-long learning in spite of changing market forces and employment opportunities.

Applying social media in university studies, mastering it themselves and using it for teaching, teachers get involved in the continuous university study processes, the success of which is sustained by the traits of creative personalities and the environment supportive to creativity.

Amabile et al. (1998) also identify three main factors while analyzing the specific organizational factors influencing creativity. The authors admit the importance of provision and development of the new ideas as well as promotion of the exchange of ideas, idea support and implementation. Another important factor for creativity in working life is a favorable team, who are defined as open to innovation and collaboration. The research participants, as well speak extensively about sharing of ideas and colleague influence: sharing information, training each other. Finally, Amabile et al. (1998) discuss the influence of an institution which is expressed through manager encouraged creativity, setting the institutional performance targets favorable for creativity.

However, some research participants perceive the university impact as an enforced matter, as a pressure from the institution. Here we can remember Foulcault (1998) paradigm indicating that educational institutions have ritualized their practice to discipline and control and the control extends over all the institutional levels, that is why some research participants perceive institutional impact as a pressure.

The research participants perceive that ability to take risks, flexibility, willingness to experiment, enthusiasm, openness to innovation help them to sucessfully use social media in university studies. All these features are mentioned in theoretical approaches to creativity as creative personality characteristics (Maslow, 1968; Cropley, 2008). Lithuanian scholar Tidikis (2003) also recognizes similar qualities of a creative personality: ability to risk, flexibility, "childishness" in other words the ability to play, to experiment.

All in all, the research reveals a twofold approach on evoking teacher creativity which includes categories related to internal and external factors determining teacher creativity while using social media in university studies: external factors that promote the expression of creativity of the teachers while using social media in university studies and the inner creative personality characteristics that allow teachers to successfully use social media in university studies. The external factors include colleague influence, sharing ideas and their active implementation as well as of the institutional influence of the university which is perceived by the research participants as institution encouragement or pressure at times. According to Csiktzentmihalyi (1996) from the systems theory perspective on creativity there are three interacting systems: the individual, the social environment and culture. The external factors distinguished in the research unites the manifestations of the social environment and culture systems. The social environment theoretical system is related to the category distinguished in the research - colleague influence, and culture system is related to the institutional influence of the university. Faculty performance expectations dictated by managers are revealed in the statements of the research participants that the university encourages and propagates the use of social media.

Teacher research participants identify that external factors such as colleague example and new ideas, that teachers want to try, are stimulated by the internal factors - personality

characteristics such as willingness to take risks, willingness to experiment, openness to innovation and a desire to creatively solve problems. All of these features and their expression are manifested in the process of teachers using social media in university studies. These elements are intertwined together and form a whole system of factors influencing the process of teacher mastery of the media and the use of it in university studies. Similarly, personal effects and social structure act as the factors integrally related to each other, as Csiktzentmihalyi (1996) states in the systems theory perspective on creativity. Teacher creativity is encouraged by their colleagues, idea sharing and the faculty performance expectations dictated by the university as an institution encouraging the use of social media. We can see that broad creativity understanding delineated by the representatives of humanistic philosophical approach is manifested in teacher activities through openness to innovation (social media) and the challenges (mastery and of social media application in university studies), continuous learning, the ability to live and work in the context of permanently changing circumstances. It also highlights the importance of creative personality characteristics, the qualities that promote the adoption of new information and the use of it in different ways.

Human choices in technological frame

Both the literature review and the findings of the thesis indicate that the phenomenon of social media use in university studies is a complex phenomenon with multiple dimensions. First the rapid development of multiple Web 2.0 technologies including social media challenges the Cartesian paradigm, the linear deterministic cause and effect way of thinking; however, it is not so evidently easy to change or switch from the deterministic approach as it is still widely applied even in creating technologies themselves. It is evident from literature overview that there remains the prevailing tendency to measure the benefits and drawbacks of social media, to classify and provide exact measures. However, the practical dimension of the phenomenon revealed in the research shows, that though there are certain benefits but the contradictions identified acquire paradoxical character which is not in tune with linear Cartesian paradigm. For example, social media opens up access and continuous creation of the abundance of information but the research participants sometimes feel that it is almost next to impossible to grapple with the information flow. Then there appear new theories on media "literacies" and demands to equip media users with them. It reminds me of a story read in a newspaper about a consumer in the States suing the ice-cream produces for causing stress and disappointment because when he saw how many flavours of ice-cream are constantly being produced and counted that even if he tasted a reasonable ice-cream flavours a day, his life still will not be enough to taste everything which caused his devastation. All the Janusian-faced contradictions of paradoxical nature hardly fit into linear good-bad, benefit-damage, cause-effect paradigm. Thus it makes it relevant to overview the philosophical research approach in the first place. Technology operates at metaphysical level (Arnold, 2004) as it enframes the world (notion used by Heidegger) in such a way that the question of technological effect is changed alongside with the answer. The best example could be the Internet which changes the communication between community members but at the same time it changes the understanding of the community itself or Heideggerian example about de-

distancing caused by technology which as well destroys closeness. In this metaphysical light phenomenological approach seems relevant, having in mind what Gadamer (1999) stated that we cannot reach the finite knowledge as it is interrelated with the context but we can reach certain iterations of knowledge.

However, it does not make linear perceptions of positive effects and problematic issues caused by social media application non-valid. It just allows us to perceive linear perceptions as one of the multiple layers of the phenomenon. Returning to the overwhelming outpour of information through social media, Rheingold (2010) identifies that not always and not all the information is appropriate, in many cases there exists "rubbish" information as the research participants call it. The author suggests the necessity for media "literacies" which include: attention, participation, collaboration, network awareness and critical consumption which may help the learner to effectively use social media. In addition Siemens (2004) focuses on the importance of connecting specialized information sets and the ability to navigate the surplus of knowledge. Similarly Owen (2006) argues that the possibility to access diverse resources including resources of high quality in social media environments may encourage people to develop their critical thinking and enrich thinking and knowledge managing processes. The research participants speak about the difficulty of managing the continuous flow of information, fragmentation of information, the scattered character and constant need to sort out, find and choose the necessary information. They also mention the necessity to develop critical thinking skills. But even with the theoretical media "literacies" answers the paradoxical nature of the contradictions is lived through by the research participants.

Returning to phenomenological approach which admits the defragmentation of the technologically enframed human world, the Janusian myth is well applied by Arnod (2003) to reveal simultaneous binaries provoked by technology, the ever changing situation when the answer changes the question in its own turn. Such binaries include fragmentation of identity when according to one of the research participants "the created images communicate among themselves", while others see visuals, sounds and language shared revealing a lot about the identity; fragmentation of privacy when some research participants feel absolutely private hiding behind the screen of social media while others want to access what is hidden like in Momus myth presented by Van Mannen (2010). Additionally, temporality and spatiality reveal the change of experiencing the space, so called de-distancing closely intertwined with time which in some cases becomes puantilistic according to Bauman (2011) squeezed into a dot while in other cases related to asynchronous mode time becomes scattered in the space. Also fragmented communication falls into a picture as seemingly communicating with vast communities in social media people at times do not engage in face-to-face communication, they prefer to remain in the environment of social media, as one of the research participants observes.

Next key matter to be discussed is communication and dialogue, the essence of pedagogical relation according to Biesta (2006). Freire (2007) also value communication and dialogue as the key components fuelling transformational pedagogy and learning. While Weller (2007) admits that there are two different approaches to learning enhanced by information technologies: one attaches more emphasis to content and the other emphasises communication. Student research participants put an immense importance on their communication, especially they stress their need for more informal communication

with their teachers through various and multiple channels of social media. In fact the preference for pedagogy of informal democratic contact is expressed, the favour for pedagogical relationship based on informal teacher – student communication, cooperative atmosphere, tolerance and acknowledging student multitasking. As Van Mannen (2013) argues that even competent teachers may become "toxic" in the environments insensitive to communicative and dialogical pedagogical relationship.

Here we arrive at sometimes doomed phenomenological perception of technological frame or cyborgian existence in defragmented world. For example, Adams (2010) argues that educational technologies cannot be viewed as neutral artefacts by analyzing PowerPoint use in the classroom and how the teaching experience is limited by the number of slides, how the sequence of slides defines the teaching narration and a usual answer to a question could be given "I'll answer the question when I get to a particular slide." And in most cases the answer is never given and the question has been forgotten by the time a particular slide has been reached. However, even if it seems so easy to follow the framework defined by technology, humans have choices, they have creativity to decide how they are going to react to a question: to break out of the enframed reality and change the narration or simply follow the frame. Even if social media frames educational study environments still teachers have choices how to use social media.

It is closely related to the following theme of evoking teacher creativity while mastering and applying social media in university studies. On one hand, philosophers argue that human world becomes enframed by technologies, on the other hand the well-known Promethean myth carries out the message the only exceptional feature humans have is creativity, symbolically the fire given to humans by Prometheus. Such choices humans face almost in every meaningful activity be it technology enframed or not, that is why thinking outside the box or creativity is so much valued. The main theme of teacher creativity, while mastering and using social media for teaching, reveals such qualities of a creative personality that promote the adoption of new information and the use of it in different ways. Finally, blending multiple approaches might equip us with better understanding and provide with possibilities of better choices.

Recommendations

The starting point of the recommendations could be the thought expressed by Castells (2007) that people have a possibility to choose how to use technologies instead of limiting themselves to technology delineated frames or limits. "The promise of the Information Age is the unleashing of unprecedented productive capacity by the power of the mind. I think, therefore I produce. In so doing, we will have the leisure to experiment with spirituality, and the opportunity of reconciliation with nature, without sacrificing the material wellbeing of our children. The dream of the Enlightenment, that reason and science would solve the problems of humankind, is within reach. Yet there is an extraordinary gap between our technological overdevelopment and our social underdevelopment. Our economy, society, and culture are built on interests, values, institutions, systems of representation that, by and large, limit collective creativity, confiscate the harvest of information technology, and deviate our energy into self-destructive confrontation. This state of affairs must not be. There is no eternal evil in human nature. There is nothing that

cannot be changed by conscious, purposive social action, provided with information, and supported by legitimacy. If people are informed, active, and communicate throughout the world; if business assumes its social responsibility; if the media become the messengers, rather than the message; if political actors react against cynicism, and restore belief in democracy; if culture is reconstructed from experience; if humankind feels the solidarity of the species throughout the globe; if we assert intergenerational solidarity by living in harmony with nature; if we depart for the exploration for our inner self, having made peace among ourselves. If all this is made possible by our informed, conscious, shared decision, while there is still time, maybe then, we may, at last, be able to live and let live, love and be loved." (Castells, 2007, p. 396)

There are various attitudes towards social media use in university studies ranging from extremely enthusiastic beliefs to rather reserved ones. However, it is evident that social media has already entered the environments of university studies and even newer technologies will continue to pour into our lives including education. Educators inevitably face social media application in teaching learning processes and they do their best to learn and get used to new applications and to changing work conditions.

The first recommendation which has resulted from the research that application of social media makes it imperative that teachers use all their creativity in acquiring new skills of using social media in the processes of university studies; however, in many cases staff is supposed to educate themselves and equip themselves with the newest skills which is perceived as additional workload and causes additional stress. It would be advisable to provide constant staff support and allocate time for practicing and mastering new skills. Also the best practices of colleagues informally helping each other with the newest skills should be supported and fostered.

The second recommendation based on the findings of the research is that considering pedagogical relationship based on less formal communication with students and adapting more encompassing, engaging and tolerant attitudes towards students' learning activities might be a challenge sometimes. The controlled environments of formal education give an onset of control and belief in the rigidity of control such is the essence of bureaucratic systems. The damaging effect of overall control has been analyzed by scholars and it is recommended to avoid overall control. Universities provide formal education and naturally the study processes are regulated and controlled. Research participants both teachers and students express their wish for less formalized communication between educators and learners. The importance of sensitive pedagogical relationship which allows students to learn and develop taking into account their needs cannot be denied. Alongside with equipping the staff with the newest skills of social media application there should be allocated resources and time for equipping the staff with the newest philosophical - pedagogical insights on application of newest Web 2.0 technologies and their applications in university studies.

The third recommendation based on this research encourages educators of all levels including administrators and teachers consider equipping students with social media "literacies": attention, participation, collaboration, network awareness and critical consumption; especially focusing on developing students' critical consumption. Student research participants themselves mention that they feel the need for developing critical thinking in order to be able to cope with constant information flow. Also teachers could

be viewed as "trusted filters of information or "knowledgeable other". Fostering critical thinking as one of higher mental skills in Bloom's taxonomy should find place in university staff teaching repertoire.

Future research

The phenomenological approach of the research allowed to get into the dimensions of the phenomenon of social media application in university studies; however, as Gadamer (1999) argues that knowledge is closely intertwined with the context and finite knowledge hardly exists. In this case phenomenological research was carried out across 7 European universities with extensive number of interviews at home institution. Another area of further research could include extensive interviews in some of other universities where the research has been carried out and cross-comparison of the results.

Also there is an ongoing theoretical discussion on social media use in university studies. Selvyn (2012) observes that the ongoing debate is still not based on substantial research and is of a more speculative nature. There are still many unanswered questions on social media use in university studies. And what it makes even more complicated is the Janusian nature of technologies; human use of technology creates binaries of opposites where the question is changed alongside with the answer. Selvyn (2012) also observes that the wider context of social media use in university studies remains contradictory as well. First, there remains inequality in access to the internet and social media tools and digital divide remains great depending on socio-economic status (Jones and Fox, 2009). Also democratic activity of social media appears to be questionable and social media environments are not more socially integrated than the offline ones (Mayer and Puller, 2008). In addition not all social media activities are related to educational contexts Selvyn (2009). Another concern is that optimistic expectations about social media enhanced collective creativity seem to be far-fetched. Majority of users of social media applications prefer passive use of knowledge, user creative activities are mostly limited by profile creation. Selvyn (2012) identifies two major issues:

1. the discussion on the nature of the institutions of formal higher education (universities in our case) including debates about the nature of institutionalized education and
2. integration of social media into educational environments.

What concerns the nature of institutionalized university education social media being a disruptive technology poses an additional challenge in the debate on institutionalized education where prevail the opinions, philosophical approaches or political decisions of what is worthwhile education or worthwhile learning (Standish, 2008). I agree with the claim by Selvyn (2012) the nature of institutionalized university education opens a wide research field.

Another broad research area is integration of social media into the environments of university studies which raises more questions than provides answers. There are questions like how collaborative student work could be assessed, quality control mentioned by the administrator research participants, how best to design the curricula inclusive of social media, how best to support staff and students providing meaningful educational use of

social media in university studies. Crook (2008) raises similar questions when he speaks about the need for sound basis and governance of learning in technologically driven environments.

CONCLUSIONS

The conclusions reveal condensed insights on the research results by showing their relations with the research objectives. Based on the research results the key observations can be made in a structural way. It should be noted, that due to the power of dualistic perception the practical dimension of the phenomenon represents positive effects and contradictions of social media use in university studies. However, the contradictions acquire binary Janus-faced characteristic of uncertainty and paradox when social media use in university studies demonstrates unintended consequences. Social media use in university studies also causes changes in experiencing time, space and relations which acquire new (both positive and negative) meaning. The essential themes of the phenomenon embrace human creativity and pedagogical relationship which essentially belong to human living world not to technology world.

Social media is becoming more and more pervasive in the environments of higher education; it is becoming embedded in university studies. The research question raised at the beginning of the research was: " How teachers, students and administrators perceive their experience of social media use in university studies?" So as the final touch I would like to overview the structure of the researched phenomenon. The research revealed multiple dimensions of the phenomenon.

Firstly, the research identified contradictions or Janusian binaries and benefits of social media application in university studies. Alongside with such benefits of social media application in university studies as possibility to reach vast numbers of people almost instantly and wide access to information; information visualization and simulation (possibility to use various sensory channels); new forms of creativity and saving resources there exist contradictory Janus-faced binaries. The binaries are closely intertwined with the benefits of social media use and presuppose certain conclusions.Wide acces to information, the abundance of information requires skills or media "literacies" to deal with the constant flow of information. The democratic scattered way of communication on social media challenges the formal institutional hierarchical nature at the same time changing the teacher role into more like a tutor and blending together formal and informal learning. Privacy seemingly guarantied by the possibility to hide behind the computer screen seems to be challenged by social media use in university studies as the research participants experience it as invasion of study and work places into their private spaces or social media eliminating the defined limits between private and public.

What is more, spatiality and temporality are experienced as closely intertwined together which also provides certain conclusions. The research participants experience spatiality as social media space used for various activities related to teaching and learning which causes the changing perception or the redefinition of the working place. It is acutely felt by the teacher research participants that their time is sometimes perceived as stress or additional load, especially time devoted for mastering social media or answering the avalanche of student questions which shows that social media use in university studies demands a new approach to teacher workload and its regulation. All these challenges pose a serious question on management of newly defined working places and understanding that teachers might feel simply overloaded at times. The issue should be addressed in an appropriate way not just simply forcing teachers to look for the solutions or ways out

on their own. Often the research participants experience time as lost time, as a loss or a distraction which once more confirms the necessity of media "literacies".

Social dimension of the phenomenon is closely related to the maintaining of the pedagogical relationship and it also allows certain conclusions. There stands out the necessity of sensitive democratic teacher – student pedagogical relationship characteristic of cooperative atmosphere, acknowledging students multitasking, facilitating student activities, flexibility, tolerance, preference of informal communication. That is why it is necessary to use resources and time for equipping staff with the newest philosophical - pedagogical insights so that teachers acting as "trusted filters of information or "knowledgeable other" could satisfy the need expressed by students. Although social media seems to redefine university study processes as social media technology is such a medium which redefines us, still pedagogical relation between teachers and students stands out of core importance which proves that human factor remains essential even in technology wired world. There is an outcry for teacher availability and more communication in social media environments expressed by student research participants, while teacher research participants experience such unlimited communication as a threat to their privacy and invasion of working place and time into their private space. Teacher research participants experience university institutional encouraging effect on their creativity which helps teachers to acquire and use social media in university studies; however some teacher research participants experience institutional influence as pressure or constraint.

Finally, in the individual dimension there is the theme of evoking teacher creativity which also constitutes certain insights. The research proves that pedagogical relationship and human creativity are at heart of technological "cyborgian" existence. Creativity helps teacher research participants to find original solutions in unexpected situations while using social media in university studies which proves that people make choices and take decisions even if the question is changed alongside with the answer.

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MYKOLAS ROMERIS UNIVERSITY

Giedrė Valūnaitė Oleškevičienė

MAKING SENSE OF SOCIAL MEDIA USE IN UNIVERSITY STUDIES

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Giedrė Valūnaitė Oleškevičienė

MAKING SENSE OF SOCIAL MEDIA USE IN UNIVERSITY STUDIES

Summary

Introduction

Dissertation topicality. Our world as well as educational processes have been changed by the emergence of Web 2.0 technologies and their applications such as social media. Some theoreticians and researchers (Raskin, 2006; Castells, 2007) explore the ways how mastering new social technologies could ensure a better quality of life. Other researchers (Baudrillard, 2009; Bauman, 2011) try to warn against the risk of mixing reality with illusionary concepts, the appearance of simulated reality which leads to implementation of manipulative projects distorting natural human life. Despite the variety of the attitudes the role of social media is increasing and it is changing the ways people accept and process information.

According to the recent research approximately 95% of young people (age groups 13-17 and 18-29) use social media regularly (Lenhart, 2010). Applications of Web 2.0 technologies get applied more and more in our daily lives, especially in the lives of young people in various places and various social contexts (Hargittai, 2007). Researchers have identified that the generation of future students is already using social media actively; they are profoundly using digital media and creating digital content.

The potential offered by Web 2.0 technologies, which changes social distributions, creates new possibilities and re-moulds our links with objects, places and each other, is not sufficiently explored (Beer and Burrows, 2007). Research into the impact of social media on pedagogics and social links in education is a growing research field (Selwyn, 2007). Research focus in the field of education has a tendency to shift towards student use of social media for studying purposes (Ellison, Steinfield, and Lampe, 2007; Selwyn, 2007). It also is focused on educator use of social media in their teaching practices (Hewitt and Forte, 2006; Mason, 2008; Mazer, Murphy, and Simonds, 2007), transformation of teaching practices while using social media (Cheal, Coughlin, and Motore, 2012) and pedagogue professional transformation (Oberg and Bell, 2012). Social media application and influence on university studies is also researched providing an extensive picture of technology and social media influence on the development of university studies, their democratization processes (Bach, Haynes and Smith 2007), as well focusing on the development of universities inspired both by the political decisions and technology application (Cowen, 2013).

In the national Lithuanian context the research on social media use in education is also acquiring more significance. Petkūnas and Jucevičienė (2006) analyze the change of educational paradigm due to the influence of information technology application. Zygmantas (2007) focuses on the changing requirements for pedagogues. Assessment of technology enhanced learning curriculum has been recently discussed in the national context (Volungevičienė and Teresevičienė, 2011). Duoblienė (2011) provides an extensive introspection into the development and issues of Lithuanian educational system in the

broader European context presenting insightful remarks concerning technology and social media application in education. The development of the idea of university and university studies as well as university democratization processes are also analyzed (Kraujutytė, 2002; Samalavičius, 2010) which is an important basis for university modernization. Thus, research on social media use in university studies acquires wide importance in both national and international contexts.

Dissertation research problem and research questions. Prensky (2001) introduced new terms concerning information technology educational use characterizing students as *Digital Natives* as representing the generation grown up with modern technologies, while introducing university teachers (further teachers) as *Digital Immigrants* having mastered digital language later and lacking perfection in understanding and skills. Educational problem was identified because of *Digital Immigrants* teaching *Digital Natives*, who have different information intake and perception habits being used to multitasking and getting fast information which is fragmented and mosaic. So *Digital Immigrants* faced the fact that they had to learn communicating through their students' language and style and they have to accept their students' mosaic and simultaneous reality. Cuban (2001) enriches the problem by his observation that teachers mostly use technology to sustain the existing models of teaching rather than innovate although the main expectation is transformation. According to Kirkwood and Price (2014) technology enchaced learning is expected to bring in such benefits as efficiency, enhancement and transformation of the exsiting processes; however, the authors admit that it is not always the case. In 2014 Prensky introduced the term VUCA (variability, uncertainty, complexity and ambiquity) which stresses the growing complexity of our learning and living environments. The term VUCA which embraces variability of the education technologies, what seems appropriate today may not be chosen tomorrow, uncertainty of life paths, the disappearance of reliable 'given' choices which lead to stable future, complexity of the educational and developmental environments, which embrace ever changing and growing technologies and the world itself, and finally pervasive ambiguity, when our worst students by some measures are the best by some other measures. Educational problem tends to remain as variability of education technologies still poses similar challenge to the teaching staff that may not already be characterized as *Digital Immigrants* but may still be grappling with new appearing technologies of social media.

The concept of digital immigrants introduced by Prensky (2001) may seem to be slightly radical; however, VUCA expressly defines our ever-changing education environments. Teachers cannot shut the realities of the modern world which bring social media into university study process; they have to accept the reality of social media. Similarly the problem is described by McLuhan (2003), who indicates the demise of the times of mechanistic linear philosophy prevalence. The author states that linearity has been replaced by the simultaneity and concentric nature of the digital age with the endless intersection of projections where all types of social media constantly interact with each other. So all the participants of university study process: teaching staff, students and administrators have to move into the simultaneous world of social media used in study process. Selvyn (2012) observes that the research field of social media application in higher education embraces multiple discourses ranging from absolutely enthusiastic ones featuring social media as the panacea to the most resistant ones viewing social media as

totally disruptive technology contaminating education and human minds. It provokes to look deeper at the experience of a human being in the study environments enriched with social media with **the main research question** how teachers, students and administrators perceive their experience of social media use in university studies. Additional research questions embrace such matters: what features does the meaning of social media use university studies consists of; and what dimensions emerge in the perceived meaning of social media use university studies by teachers, students and administrators.

Research object. The research object is the meaning of social media use in university studies. The research investigates the phenomenon of social media use in university studies with the particular focus on the meaning of the „lived experience" of the participants of university studies.

Dissertation research aim and objectives. This investigation belongs to the qualitative research paradigm, which contributes to the broad research field with multiple approaches on the use of social media in university studies. The aim of the present research is to investigate the phenomenon of social media use in university studies based on its participants' lived experience by researching how university study participants: teachers, students and administrators make sense of social media use in university studies through their own lived experience. The meaning is revealed through exploration of teacher, student and administrator personal stories of social media use in university studies. Pursuing the research aim the following research objectives have been set:

1. To present the discourse on social media use in university studies;
2. To provide insights on social media use in university studies through phenomenological approach;
3. To describe in a structural way the lived experience of the research participants: teachers, students and administrators while using social media in university studies;
4. To disclose the multifaceted nature of the phenomenon of social media use in university studies.

Dissertation research novelty. The research field is comparatively new and developing, still embracing many unanswered questions and featuring the prevaling tendencies to apply constructivist approach in looking for the ways how to enhance social media use in university studies for teaching and learning purposes, how to identify procedures that can be easily organized, applied and evaluated. However, the question of human factor seems to be marginalized. Attentiveness, pedagogical relationship, human being in the study environments saturated with technologies of social media can not be easily counted but they are also important in education. In this context the research of the phenomenon of social media application in university studies is absolutely relevant and new as it is directed to look deeper into the assumptions about almighty properties of social media in education and also find out if social media could have some enhancing effect on educational processes.

Dissertation research significance. The multiple discourses on social media use in university studies are often contradictory and include various views ranging from enthusiastic ones to the critical perceptions of social media as disruptive technology. Nevertheless, social media is penetrating into educational arena including university

studies and research is carried out on social media educational use. Thus the research of the phenomenon of social media use in university studies is a scientific research input into the vast field of the research on social media educational use. Educational context is an important factor for learning as it has been proved by educationalists (Lave and Wenger, 2002), so the contextual realities are important while researching social media technology use in university studies. The research creates better understanding of social media use in university studies by revealing how university study participants: teachers, students and administrators make sense of social media use in university studies through their own lived experience, which discloses the meaning of human being in university study environments enriched by social media. The results of the research enable to provide recommendations for social media use in university studies and also envision areas for future research.

Methodology of the research (methods and implementation). Qualitative research paradigm is applied as it helps to understand human experience in specific context (Creswell, 2007) and thus, is suitable to research the human experience in the study environments saturated with social media. Qualitative inductive content analysis by Elo and Kyngas (2007) was chosen as a core method for this PhD research. This method was integrated with the phenomeonlogical hermeneutics by Lindseth and Norberg (2004).

Why pheonmenology? Phenomenological research methodology is used in the dissertation research because phenomenology is sensitive to human activity in educational environments and admits that humans based on their experience continuously and actively create their own unique educational reality which can hardly be measured and classified relying on positivist research paradigm. (Stiegler, 2010; Saevi, 2012; Adams, 2012; Biesta, 2013; Van Mannen, 2013) It is one of the main reasons why phenomenological methodology is chosen for the dissertation research which focuses on educational environment. Another reason is that such research enables to reveal participant voices. Phenomenological perspective also acknowledges inevitable relative subjectivity and research relativity, and recognizes the value of obtaining voices about the phenomenon. (Gadamer, 1999; Lindseth and Norberg, 2004)

Before carrying out the research an overview of what is written on the research object is conducted in order to present the discourse on social media use in university studies and capture the context. The study process is shaped by educators: teaching staff and administrators; however, the voices of learners are important too, especially, having in mind informal character of social media. Thus three groups of research participants: teachers, students and administrators are included in interview series to ensure rounded understanding and also data sources triangulation. In-depth semi-structured interviews (Smith, et al., 2009) with teachers, students and administrators are carried out aiming to explore how research participants: teachers, students and administrators make meaning of their experience of using social media in university studies. Qualitative inductive content analysis as a core research method includes such steps: initial reading of the interview texts, dividing the text into meaning units, abstracting the meaning units and then bringing them into categories, and finally, formulating the themes based on the thread of similarities found in the categories (Elo and Kyngas, 2007).

A phenomenological hermeneutic method developed by Lindseth and Norberg (2004) for researching lived experience is chosen to enrich the research. The method is based on the

philosphical insights by Ricoeur (2000). In terms of data analysis the main four phases are identified (Lindseth and Norberg, 2004): naive reading, structural analysis, comprehensive understanding, formulating the results in a phenomenological hermeneutical way. While analyzing the data, the collected empirical material is overviewed, the meaning units are identified. The meaning units are abstracted and condensed to form sub-themes which are assembled into themes and, if necessary, the themes are joined into the main themes or dimensions. In the stage of comprehensive understanding the main themes, the themes and sub-themes are reflected on by the researcher trying to find associations with researcher insights and relevant literature which helps to illuminate various parts or aspects of the interview texts. Finally, during the formulating of the results in a phenomenological hermeneutical way the meaning of lived experience is formulated in everyday language especially paying attention to using verbs with the ending –ing to better convey the meaning of the lived experience (Lindseth and Norberg, 2004). The integration of the qualitative inductive content analysis with the phenomenological hermeneutics enabled to establish both descriptive and factual aspects related to the research object.

The structure of the dissertation. The dissertation is organized in 4 chapters. Chapter one presents the discourse on social media use in university studies which includes social media definition, analyses social media use in university studies, emerging changes and educational approaches on integrating social media into university studies, embraces phenomenological insights on education and technology. Chapter two presents the methodology used in the dissertation research. Chapter three reports the research findings providing the intertwinned dimensions of the phenomenon. Chapter four includes the scientific discussion in which the multifaceted nature of the phenomenon of social media use in university study process is extensively discussed. Provided conclusions finish the dissertation.

Views on social media in university studies from literature overview

It is useful to consolidate the main views and ideas concerning social media use in university studies. Social media embraces numerous applications such as wiki, blogging, social networking, podcasting, etc. It should be noted that social media definition is still changing as there appear new forms of social media and the existing forms are constantly modified. Scholars provide numerous definitions for the concept of social media which are related by the main idea that social media is "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, which allows the creation and exchange of user-generated content." (Kaplan and Haenlein, 2010, p. 61). The common thought relating definitions of social media is the blend of information technologies and social interaction leading to co-creation of content and knowledge. User generated content becomes the main feature of social media, what is more the content could be changed, redefined, improved and modified by multiple users. Technology allows users connect in the process of content creation and using multiple channels constantly modify and change it.

In university studies social media could be best presented by the Pyramid of Bloom's revised digital taxonomy which provides various social media tools grouped according to

the taxonomical levels and provides a hint how some of social media tools, which match the taxonomical level, could be integrated in educational activities.

It also should be noted that learning management systems (LMS) like MOODLE have social media features although scholars note that LMSs give limited opportunities for online sharing and collaboration as student interaction activities are restricted to one class or one semester while in comparison to a constant opportunity of sharing many-to-many. Although LMSs have social media features there are as well institutional security and privacy requirements which do not allow sharing beyond the limits of an institution. Nevertheless, technically there are possibilities of merging LMS and social media tools together, thus blending the technologies together and making them fall into the same group of social media tools.

Scholars also foresee an extensive growth of social media technology use in university studies due to the numerous factors such as rapid technological change which naturally pervades all spheres of life including education, increase in student IT skills as the new generation acquire the skills naturally and growth of demand for university studies to satisfy a growing demand for mass higher education.

At the same time social media sets in changes in university studies. Scholars identify interactivity of learning as an educational technique which requires change in education and list the areas of change: from linear to hypermedia learning; from instruction to construction and discovery; from teacher-centered to learner-centered education; from absorbing material to learning how to navigate and how to learn; from one-size-fits-all to learner-tailored learning; from the teacher as transmitter to the teacher as facilitator. In fact social media use has a tendency to shift focus from a teacher to a facilitator of learning which does not mean that a teacher ceases to teach it just means that pedagogical focus shifts towards a more democratic one.

The use of online technologies such as social media is turning out to become an important challenge for academic staff as social media has impacted and continues to affect university studies in global and local contexts. There is a growing enthusiasm among academic staff and as well some pressure on the teachers to use new technologies form students even if explicit institutional policies are lacking. The characteristics of social media use in university studies in literature are promising increased learning and student engagement, as well as collaboration.

The issue of interplay between new technologies and pedagogies remains the question to be researched. Scholars suggest that the role of technology in teaching and learning remains an issue for theory development and research as there is a qualitative difference between 'teaching online' and 'putting a course online'. Learning in social media context is based more on collective exploration and innovation and individual instruction characteristic of formal education is less preferred. This goes in line with the latest theory of connectivism which stresses the ability actively access information and augment it rather than passively retain information which used to be a traditional way of teaching and learning in the environments of formal higher education. Many scholars admit that universities have the potential to use social media for collective knowledge creation. However, there are some critical attitudes claiming that students while using social media „are evolving from cultivators of personal knowledge into hunters and gatherers in the

electronic data forest." (Carr, 2010). Although it is observed such critical attitudes are rarely based on extensive research.

It is advocated that the lessons learnt while applying technology in education should be kept in mind while applying new emerging technologies; however, the past lessons with the technology application are often ignored. For example, the need to redesign and reorganize teaching in order to successfully and fully apply the new technology is often ignored. In addition what should be kept in mind that technologies do not simply roll in, there always have to be efforts to address certain groups of people making sure they get access to the technology. New cohorts of students enter university studies, the students who are more inclined to multitask, are used to digital juggling of their activities and increased autonomy of social activity, being able to choose what they do when where and how. However, it is identified that traditional top-down institutions (universities) are poorly accommodated to meaningfully engage their students, as scientists observe "even the best-intentioned universities are able only to offer their students an artificially regulated and constrained engagement with social media" (Selvyn, 2012). There is a certain clash between hierarchically structured way of communication and learning offered by universities as institutions and the linear ways of social media.

Phenomenological perspective on technology reveals that on one hand technology brings more comfort into human life; on the other hand it challenges human existence by defragmenting and destructing the existince itself, by becoming a technological plague.

From the techno genetic phenomenology point of view humans became dependent on artificial means. They invent tools and technology as artificial body parts or prosthesis and are doomed to life of prosthetic beings – cyborgs, intertwined with technology, creating technology and being affected or created by technology. The development of technologies of cognition and new media pose a warning against capturing people's attention simply towards commerce of technical industry.

Network approach views technology and social conditions intertwined stating that both technology and social condition comprise both at the same time cause and effect. It provides a further theoretical move not dividing humans and technology but viewing them in binary connection. Similar to the fundamental observation by Heidegger that technology does not change the world but it enframes the world in a certain manner, humans apprehend the world through technological frame, and by seemingly answering a need or a question technology changes the question and the answer at the same time, for example, social networks work not only as means of enhanced communication, they change the understanding of community and communication itself inside the community. Technology acts not only as a tool but on higher metaphysical level.

In educational environments (university studies) information and communication technologies including social media brought into the classroom reshape teaching relations with students and ways of interpreting the world. Technology in use immediately reforms, deforms and invites to conform to the new horizons of our living world.

Overview of the research

Qualitative research paradigm employed while researching social media use in university studies enabled travelling deeper into the dimensions or layers of the phenomenon like in

Kvale's travelling metaphor. The first practical dimension opened up to contain the key contradictions and positive effects of social media use in university studies. It also contains temporality and spatialy which reveal how time and space are experienced by the research participants. The emerging contradictions could be characterized by Janusian metaphor speaking about Janus-faced contrasting binaries. The first of which is the abundance of information on social media which evokes the necessity of media "literacies": attention, participation, collaboration, network awareness and critical consumption. Another contradiction is related to the democratic scattered nature of social media and institutional nature to control and categorize processes. Although educational institutions have ritualized their practice to discipline and control and it seems to persist, the application of social media acts as a driving force towards democratization of educational processes. Moreover, social media brings about another contradictory area – fragmentation of identity. On one hand identity remains the object to be hidden not expressed, on the other hand language used, photos, likes and dislikes reveal the part of identity which might not be explicitly expressed. It is followed by privacy issue well defined by the myth of Momus who became the first to express the desire to access what was hidden in the human heart by means of a technology of surveillance. The following issues are related to the changes in university study processes: changing teacher and student roles – teachers adapting facilitator role more often and students becoming more autonomous learners, moving towards fusion of formal and informal learning and bringing inevitable changes into physical education organization as such, redefining working places and moving lectures into the space of social media, also bringing on knowledge commoditization which is a more general modernity issue related to consumptive society. Just social media makes it more visible as it enables faster an easier access to the processes of treating knowledge as commodity. One more issue mentioned is shortage of technological supply and internet access becoming like one of the fundamental essentials. Finally, social media addictiveness or media being human extension wraps humans into their "cyborgian" existence.

Positive effects of social media use in university studies include firstly the ways social media is used for communication, sharing information, fostering creativity and increased collaboration. Social media is used to communicate broadly for personal, professional and teaching/learning purposes including sharing and exchange of information through multiple social media channels. Educational use for fostering creativity fits into digitalized Bloom's taxonomy or digital taxonomy addressing the aspects of social media incorporation into education as the highest order of thinking skills, the highest aspect of the teaching/learning objectives.

The main theme of perceived advantages of social media use in university studies covers the list:

- Increased communication;
- Sharing information;
- Possibility to reach vast numbers of people almost instantly;
- Information visualization;
- Wide access to information;
- Simulation (various types of projects which enable the use of various sensory channels);

- New forms of creativity;
- Economical nature, saving resources.

The research participants disclose the above mentioned advantages in their interviews. They recon that wide audiences could be reached immediately and there are no space or time limits while accessing and exchanging information. They also mention that social media helps to save resources such as paper and travel expenses. In addition, information visualisation becomes essential and while applying simulations various sensory channels are employed which in its own right stimulates new forms of creativity.

What concerns temporality, there is subjective lived time which is experienced by the research participants in various ways. First, it is perceived as being interconnected and intertwined with space. Time is experienced as additional work load and also as stress. Time is also perceived as Baumanian puantilistic time when time gets pressed into one point or a dot. Finally time is perceived as lost time, as a loss or a distraction.

Speaking about spatiality space is experienced as de-distancing which implies bringing near or having at hand. Social media is also perceived like a space where the information exists. However, by some research participants as it is called a cloud it is experienced as a cloud with some distrust that the cloud might disappear. Social media is experienced as a space where daily life activities take place it is becoming a living space. Virtual space of social media, the cloud is perceived as a challenge to our lived physical spaces. Space is also perceived as a place of connection. In fact our existence becomes divided into two realms: physical reality and virtuality sometimes intertwining with each other and at times challenging each other.

Another layer opened up through bringing out social dimension which includes relationality and pedagogical relationship. Relationality opens up in a twofold way: relations between social media users and human-technology relations. What concerns the interaction among social media users a process of reduction takes place which means that humans as beings with deep essence get transformed into mere functionaries. Reduction of relations is experienced by the research participants "Communication on social media doesn't fell natural for me because people create their profiles, certain images and when you communicate, you communicate with created images, it's a feeling that images are communicating between themselves." In addition virtual relations squeeze out real physical relations as even being physically together people remain busy with their communication on social media. However, not only reduction is experienced. Research participants experience presence, being with another in the realm of social media. There is also lived experience of certain intimacy as being behind the technology screen allows people to open up and being in the virtual realm of social media gives the feeling of privacy becoming invisible. Technology has a double Janusian face or is Janus-faced, so it is perceived by some research participants as a possibility to enhance intimacy while for others it means a breach of privacy. Also, the process of one's working place entering personal space takes place.

There are four types of human –technology relations identified: embodiment, hermeneutic, alterity and background. They all appear in the discussions of the research participants. First, the embodiment is lived through by hiding behind the computer screen; then the users of social media employ hermeneutics by following the signs or the

icons of social media. Often technology seems to be an object in the background taken for granted and noticed only when there is some failure or lack of resources. What concerns alterity some research participants experience social media as if a living thing or having a power of a personality.

Maintaining the pedagogical relationship stands out as an essential theme in the research. University study process, teaching /learning still has the core element pedagogical relationship, relationship between teacher and student which persists in technologically equipped environments. The asymmetry of pedagogical relationship requires responsibility on the teachers side but. In a way some control is involved in responsibility because a responsible person will try to make sure the students in the educational process undergo certain situations which allow them to learn. On the other hand, it is known that social media brings new more democratic forms of studying and institutions of higher education, universities in our case, experience the necessity to adopt the new more democratic approaches instead linear controlled usual ways. In the research the continuum of pedagogical relation unfolds featuring at one end regulative approach based on belief in linear control of university study processes and at the other end embracing a more open democratic approach. The regulative approach according to the research findings includes such features:

- Exercising control;
- Distrust in non-controlled practice;
- Institutional control strategy;
- Attempts to eliminate student questions;
- Non-acceptance of student multitasking.

Exercising control includes the perceptions that control remains inevitable in teaching, observation and minute registering of students' activities enhances learning and there is also distrust in non-controlled practice by doubting if student non-controlled practice on social media can be fruitful. The embedded institutional control is revealed in university institutional strategy to control studies by clearly stating that teacher responsibility is to control. Also teachers' attempts to eliminate students' questions show the inclination to control, to create a pure clinically controlled environment where students' questions are treated as undesirable or failure of providing all possible provisions for learning. In addition student multi tasking is viewed as more an impediment or impairment of learning.

A more open democratic approach in the pedagogical relation includes the following features:

- Acknowledging students multitasking;
- Cooperative atmosphere;
- Facilitating student activities;
- Flexibility;
- Tolerance;
- Preference of informal communication.

All the features could be related to connectivism learning theory which is based on the idea that democratic nature of social media provides more open possibilities for leaning by connecting multiple fields of information where teachers become more facilitators or

advisors how to glide the ocean of information and ideas. In such environments student multitasking, working with multiple sources and ideas seems natural. As natural seems the overall cooperative atmosphere where teacher acts more as facilitator and demonstrates flexibility and readiness for decision making according to the situation. Social media world is proactive in promising possibilities rather than implying limitations. Teacher tolerance and informal communication find the way as the best practices of pedagogical contact encouraging students to open up in the process of learning. It is like a Heideggerian thing which opens a new world which includes new structures to be experienced and new meanings to be constructed. Each new piece of technology, social media as well, reveals new horizons and new possibilities to disclose our inner horizons and inhabit the new world disclosed by the new technology.

Finally, the individul dimension embraces the theme of teacher creativity. The research participant experience evokes an observation that human creativity persists even in Stieglerian cyborgian existence of human existence. Human existence might be shaped by technologies but the source of genuine creativity is present in humans themselves, so whatever the environment, whatever the situation human creativity will spring out looking for the ways to inhabit technologized environments. In the research there are distinguished two themes related to the factors affecting teacher creativity: external factors that promote the expression of creativity of the teachers while using social media in university studies and the inner creative personality characteristics that allow teachers to successfully use social media in university studies. The external factors include colleague influence, sharing ideas and their active implementation as well as of the institutional influence of the university which is perceived by the research participants as institution encouragement or pressure at times. Such features as colleague example and new ideas, that teachers want to try and they are stimulated by the internal factors - personality characteristics such as willingness to take risks, willingness to experiment, openness to innovation and a desire to creatively solve problems. Actually, these categories are intertwined together and form a whole system of factors influencing the process of teacher mastery of the media and the use of it in university studies.

Discussion

Both the literature review and the findings of the thesis indicate that the phenomenon of social media use in university studies is a complex phenomenon with multiple dimensions. First the rapid development of multiple Web 2.0 technologies including social media challenges the Cartesian paradigm, the linear deterministic cause and effect way of thinking; however, it is not so evidently easy to change or switch from the deterministic approach as it is still widely applied even in creating technologies themselves. It is evident from literature overview that there remains the prevailing tendency to measure the benefits and drawbacks of social media, to classify and provide exact measures. However, the practical dimension of the phenomenon revealed in the research shows, that though there are certain benefits but the contradictions identified acquire paradoxical character which is not in tune with linear Cartesian paradigm. For example, social media opens up access and continuous creation of the abundance of information but the research participants sometimes feel that it is almost next to impossible to grapple with the information flow.

Then there appear new theories on media "literacies" and demands to equip media users with them. It reminds me of a story read in a newspaper about a consumer in the States suing the ice-cream produces for causing stress and disappointment because when he saw how many flavours of ice-cream are constantly being produced and counted that even if he tasted a reasonable ice-cream flavours a day, his life still will not be enough to taste everything which caused his devastation. All the Janusian-faced contradictions of paradoxical nature hardly fit into linear good-bad, benefit-damage, cause-effect paradigm. Thus it makes it relevant to overview the philosophical research approach in the first place. Technology operates at metaphysical level (Arnold, 2004) as it enframes the world (notion used by Heidegger) in such a way that the question of technological effect is changed alongside with the answer. The best example could be the Internet which changes the communication between community members but at the same time it changes the understanding of the community itself or Heideggerian example about de-distancing caused by technology which as well destroys closeness. In this metaphysical light phenomenological approach seems relevant, having in mind what Gadamer (1999) stated that we cannot reach the finite knowledge as it is interrelated with the context but we can reach certain iterations of knowledge.

However, it does not make linear perceptions of positive effects and problematic issues caused by social media application non-valid. It just allows us to perceive linear perceptions as one of the multiple layers of the phenomenon. Returning to the overwhelming outpour of information through social media, Rheingold (2010) identifies that not always and not all the information is appropriate, in many cases there exists "rubbish" information as the research participants call it. The author suggests the necessity for media "literacies" which include: attention, participation, collaboration, network awareness and critical consumption which may help the learner to effectively use social media. In addition Siemens (2004) focuses on the importance of connecting specialized information sets and the ability to navigate the surplus of knowledge. Similarly Owen (2006) argues that the possibility to access diverse resources including resources of high quality in social media environments may encourage people to develop their critical thinking and enrich thinking and knowledge managing processes. The research participants speak about the difficulty of managing the continuous flow of information, fragmentation of information, the scattered character and constant need to sort out, find and choose the necessary information. They also mention the necessity to develop critical thinking skills. But even with the theoretical media "literacies" answers the paradoxical nature of the contradictions is lived through by the research participants.

Returning to phenomenological approach which admits the defragmentation of the technologically enframed human world, the Janusian myth is well applied by Arnod (2003) to reveal simultaneous binaries provoked by technology, the ever changing situation when the answer changes the question in its own turn. Such binaries include fragmentation of identity when according to one of the research participants "the created images communicate among themselves", while others see visuals, sounds and language shared revealing a lot about the identity; fragmentation of privacy when some research participants feel absolutely private hiding behind the screen of social media while others want to access what is hidden like in Momus myth presented by Van Mannen (2010).

Additionally, temporality and spatiality reveal the change of experiencing the space, so called de-distancing closely intertwined with time which in some cases becomes puantilistic according to Bauman (2011) squeezed into a dot while in other cases related to asynchronous mode time becomes scattered in the space. Also fragmented communication falls into a picture as seemingly communicating with vast communities in social media people at times do not engage in face-to-face communication, they prefer to remain in the environment of social media, as one of the research participants observes.

Next key matter to be discussed is communication and dialogue, the essence of pedagogical relation according to Biesta (2006). Freire (2007) also value communication and dialogue as the key components fuelling transformational pedagogy and learning. While Weller (2007) admits that there are two different approaches to learning enhanced by information technologies: one attaches more emphasis to content and the other emphasises communication. Student research participants put an immense importance on their communication, especially they stress their need for more informal communication with their teachers through various and multiple channels of social media. In fact the preference for pedagogy of informal democratic contact is expressed, the favour for pedagogical relationship based on informal teacher – student communication, cooperative atmosphere, tolerance and acknowledging student multitasking. As Van Mannen (2013) argues that even competent teachers may become "toxic" in the environments insensitive to communicative and dialogical pedagogical relationship.

Here we arrive at sometimes doomed phenomenological perception of technological frame or cyborgian existence in defragmented world. For example, Adams (2010) argues that educational technologies cannot be viewed as neutral artefacts by analyzing PowerPoint use in the classroom and how the teaching experience is limited by the number of slides, how the sequence of slides defines the teaching narration and a usual answer to a question could be given "I'll answer the question when I get to a particular slide." And in most cases the answer is never given and the question has been forgotten by the time a particular slide has been reached. However, even if it seems so easy to follow the framework defined by technology, humans have choices, they have creativity to decide how they are going to react to a question: to break out of the enframed reality and change the narration or simply follow the frame. Even if social media frames educational study environments still teachers have choices how to use social media.

It is closely related to the following theme of evoking teacher creativity while mastering and applying social media in university studies. On one hand, philosophers argue that human world becomes enframed by technologies, on the other hand the well-known Promethean myth carries out the message the only exceptional feature humans have is creativity, symbolically the fire given to humans by Prometheus. Such choices humans face almost in every meaningful activity be it technology enframed or not, that is why thinking outside the box or creativity is so much valued. The main theme of teacher creativity, while mastering and using social media for teaching, reveals such qualities of a creative personality that promote the adoption of new information and the use of it in different ways. Finally, blending multiple approaches might equip us with better understanding and provide with possibilities of better choices.

Recommendations

The starting point of the recommendations could be the thought expressed by Castells (2007) that people have a possibility to choose how to use technologies instead of limiting themselves to technology delineated frames or limits. "The promise of the Information Age is the unleashing of unprecedented productive capacity by the power of the mind. I think, therefore I produce. In so doing, we will have the leisure to experiment with spirituality, and the opportunity of reconciliation with nature, without sacrificing the material wellbeing of our children. The dream of the Enlightenment, that reason and science would solve the problems of humankind, is within reach. Yet there is an extraordinary gap between our technological overdevelopment and our social underdevelopment. Our economy, society, and culture are built on interests, values, institutions, systems of representation that, by and large, limit collective creativity, confiscate the harvest of information technology, and deviate our energy into self-destructive confrontation. This state of affairs must not be. There is no eternal evil in human nature. There is nothing that cannot be changed by conscious, purposive social action, provided with information, and supported by legitimacy. If people are informed, active, and communicate throughout the world; if business assumes its social responsibility; if the media become the messengers, rather than the message; if political actors react against cynicism, and restore belief in democracy; if culture is reconstructed from experience; if humankind feels the solidarity of the species throughout the globe; if we assert intergenerational solidarity by living in harmony with nature; if we depart for the exploration for our inner self, having made peace among ourselves. If all this is made possible by our informed, conscious, shared decision, while there is still time, maybe then, we may, at last, be able to live and let live, love and be loved." (Castells, 2007, p. 396)

There are various attitudes towards social media use in university studies ranging from extremely enthusiastic beliefs to rather reserved ones. However, it is evident that social media has already entered the environments of university studies and even newer technologies will continue to pour into our lives including education. Educators inevitably face social media application in teaching learning processes and they do their best to learn and get used to new applications and to changing work conditions.

The first recommendation which has resulted from the research that application of social media makes it imperative that teachers use all their creativity in acquiring new skills of using social media in the processes of university studies; however, in many cases staff is supposed to educate themselves and equip themselves with the newest skills which is perceived as additional workload and causes additional stress. It would be advisable to provide constant staff support and allocate time for practicing and mastering new skills. Also the best practices of colleagues informally helping each other with the newest skills should be supported and fostered.

The second recommendation based on the findings of the research is that considering pedagogical relationship based on less formal communication with students and adapting more encompassing, engaging and tolerant attitudes towards students' learning activities might be a challenge sometimes. The controlled environments of formal education give an onset of control and belief in the rigidity of control such is the essence of bureaucratic systems. The damaging effect of overall control has been analyzed by scholars and it

is recommended to avoid overall control. Universities provide formal education and naturally the study processes are regulated and controlled. Research participants both teachers and students express their wish for less formalized communication between educators and learners. The importance of sensitive pedagogical relationship which allows students to learn and develop taking into account their needs cannot be denied. Alongside with equipping the staff with the newest skills of social media application there should be allocated resources and time for equipping the staff with the newest philosophical - pedagogical insights on application of newest Web 2.0 technologies and their applications in university studies.

The third recommendation based on this research encourages educators of all levels including administrators and teachers consider equipping students with social media "literacies": attention, participation, collaboration, network awareness and critical consumption; especially focusing on developing students' critical consumption. Student research participants themselves mention that they feel the need for developing critical thinking in order to be able to cope with constant information flow. Also teachers could be viewed as "trusted filters of information or "knowledgeable other". Fostering critical thinking as one of higher mental skills in Bloom's taxonomy should find place in university staff teaching repertoire.

Future research

The phenomenological approach of the research allowed to get into the dimensions of the phenomenon of social media application in university studies; however, as Gadamer (1999) argues that knowledge is closely intertwined with the context and finite knowledge hardly exists. In this case phenomenological research was carried out across 7 European universities with extensive number of interviews at home institution. Another area of further research could include extensive interviews in some of other universities where the research has been carried out and cross-comparison of the results.

Also there is an ongoing theoretical discussion on social media use in university studies. Selvyn (2012) observes that the ongoing debate is still not based on substantial research and is of a more speculative nature. There are still many unanswered questions on social media use in university studies. And what it makes even more complicated is the Janusian nature of technologies; human use of technology creates binaries of opposites where the question is changed alongside with the answer. Selvyn (2012) also observes that the wider context of social media use in university studies remains contradictory as well. First, there remains inequality in access to the internet and social media tools and digital divide remains great depending on socio-economic status (Jones and Fox, 2009). Also democratic activity of social media appears to be questionable and social media environments are not more socially integrated than the offline ones (Mayer and Puller, 2008). In addition not all social media activities are related to educational contexts Selvyn (2009). Another concern is that optimistic expectations about social media enhanced collective creativity seem to be far-fetched. Majority of users of social media applications prefer passive use of knowledge, user creative activities are mostly limited by profile creation. Selvyn (2012) identifies two major issues:

1. the discussion on the nature of the institutions of formal higher education (universities in our case) including debates about the nature of institutionalized education and
2. integration of social media into educational environments.

What concerns the nature of institutionalized university education social media being a disruptive technology poses an additional challenge in the debate on institutionalized education where prevail the opinions, philosophical approaches or political decisions of what is worthwhile education or worthwhile learning (Standish, 2008). I agree with the claim by Selvyn (2012) the nature of institutionalized university education opens a wide research field.

Another broad research area is integration of social media into the environments of university studies which raises more questions than provides answers. There are questions like how collaborative student work could be assessed, quality control mentioned by the administrator research participants, how best to design the curricula inclusive of social media, how best to support staff and students providing meaningful educational use of social media in university studies. Crook (2008) raises similar questions when he speaks about the need for sound basis and governance of learning in technologically driven environments.

Conclusions

The conclusions reveal condensed insights on the research results by showing their relations with the research objectives. Based on the research results the key observations can be made in a structural way. It should be noted, that due to the power of dualistic perception the practical dimension of the phenomenon represents positive effects and contradictions of social media use in university studies. However, the contradictions acquire binary Janus-faced characteristic of uncertainty and paradox when social media use in university studies demonstrates unintended consequences. Social media use in university studies also causes changes in experiencing time, space and relations which acquire new (both positive and negative) meaning. The essential themes of the phenomenon embrace human creativity and pedagogical relationship which essentially belong to human living world not to technology world.

Social media is becoming more and more pervasive in the environments of higher education; it is becoming embedded in university studies. The research question raised at the beginning of the research was: " How teachers, students and administrators perceive their experience of social media use in university studies?" So as the final touch I would like to overview the structure of the researched phenomenon. The research revealed multiple dimensions of the phenomenon.

Firstly, the research identified contradictions or Janusian binaries and benefits of social media application in university studies. Alongside with such benefits of social media application in university studies as possibility to reach vast numbers of people almost instantly and wide access to information; information visualization and simulation (possibility to use various sensory channels); new forms of creativity and saving resources

there exist contradictory Janus-faced binaries. The binaries are closely intertwined with the benefits of social media use and presuppose certain conclusions. Wide acces to information, the abundance of information requires skills or media "literacies" to deal with the constant flow of information. The democratic scattered way of communication on social media challenges the formal institutional hierarchical nature at the same time changing the teacher role into more like a tutor and blending together formal and informal learning. Privacy seemingly guarantied by the possibility to hide behind the computer screen seems to be challenged by social media use in university studies as the research participants experience it as invasion of study and work places into their private spaces or social media eliminating the defined limits between private and public.

What is more, spatiality and temporality are experienced as closely intertwined together which also provides certain conclusions. The research participants experience spatiality as social media space used for various activities related to teaching and learning which causes the changing perception or the redefinition of the working place. It is acutely felt by the teacher research participants that their time is sometimes perceived as stress or additional load, especially time devoted for mastering social media or answering the avalanche of student questions which shows that social media use in university studies demands a new approach to teacher workload and its regulation. All these challenges pose a serious question on management of newly defined working places and understanding that teachers might feel simply overloaded at times. The issue should be addressed in an appropriate way not just simply forcing teachers to look for the solutions or ways out on their own. Often the research participants experience time as lost time, as a loss or a distraction which once more confirms the necessity of media "literacies".

Social dimension of the phenomenon is closely related to the maintaining of the pedagogical relationship and it also allows certain conclusions. There stands out the necessity of sensitive democratic teacher – student pedagogical relationship characteristic of cooperative atmosphere, acknowledging students multitasking, facilitating student activities, flexibility, tolerance, preference of informal communication. That is why it is necessary to use resources and time for equipping staff with the newest philosophical - pedagogical insights so that teachers acting as "trusted filters of information or "knowledgeable other" could satisfy the need expressed by students. Although social media seems to redefine university study processes as social media technology is such a medium which redefines us, still pedagogical relation between teachers and students stands out of core importance which proves that human factor remains essential even in technology wired world. There is an outcry for teacher availability and more communication in social media environments expressed by student research participants, while teacher research participants experience such unlimited communication as a threat to their privacy and invasion of working place and time into their private space. Teacher research participants experience university institutional encouraging effect on their creativity which helps teachers to acquire and use social media in university studies; however some teacher research participants experience institutional influence as pressure or constraint.

Finally, in the individual dimension there is the theme of evoking teacher creativity which also constitutes certain insights. The research proves that pedagogical relationship and human creativity are at heart of technological "cyborgian" existence. Creativity helps teacher research participants to find original solutions in unexpected situations while

using social media in university studies which proves that people make choices and take decisions even if the question is changed alongside with the answer.

APROBATION OF THE RESEARCH RESULTS

Publications on the dissertation topic in reviewed periodicals and scientific publications:

1. Šliogerienė J., Valūnaitė Oleškevičienė G. (2014) Confronting Social Media in Higher Education. Socialinių mokslų studijos, 6(2): 390-402.
2. Mažeikienė V., Vaičiūnienė V., Valūnaitė Oleškevičienė G. (2013) *Social Media in Adult Education*. Vilnius: MRU.
3. Šliogerienė J., Valūnaitė Oleškevičienė G. (2012) Social Media in Teaching Practices: Lecturer Attitude. Societal Innovations for Global Growth, 1(1): 376-384

Conferences:

1. International scientific conference „SOCIN" 2104, October 23rd-24th, Mykolas Romeris University. Presented the paper „Social Media Implications in Higher Education", the abstract is available p. 125 http://socin2014.mruni.eu/wp-content/uploads/2014/10/D_2014-10-22.pdf
2. The 6th International scientific conference of Lithuanian Association of Language Teachers "Languages, Culture, Globalization", June 4-5, 2012, presented a paper „Social Media in Educational Change"

Erasmus doctoral summer school

During the period of the preparatrion of the doctoral dissertation the student participated in Erasmus doctoral summer school "Reconfiguring Values and Knowledge for Sustainable development" organized by Cyprus University in Agros, Cyprus, 2012, August 5th-26th and acquired ECTS. The doctoral school program was focused on analysis of the use of the newest technologies by reflecting their impact on education and society.

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MYKOLO ROMERIO UNIVERSITETAS

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SOCIALINIŲ MEDIJŲ NAUDOJIMO UNIVERSITETINĖSE STUDIJOSE ĮPRASMINIMAS

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Giedrė Valūnaitė Oleškevičienė

SOCIALINIŲ MEDIJŲ NAUDOJIMO UNIVERSITETINĖSE STUDIJOSE ĮPRASMINIMAS

Santrauka

Įvadas

Disertacinio darbo tyrimo aktualumas. Mūsų pasaulis, kartu ir švietimas, yra veikiamas saityno 2.0 technologijų ir jų pritaikymo, ypač socialinių medijų atsiradimo. Kai kurie teoretikai ir tyrėjai (Raskin, 2006; Castells, 2007) analizuoja, kaip naujų socialinių technologijų įvaldymas galėtų užtikrinti geresnę gyvenimo kokybę. Kiti tyrėjai (Baudrillard, 2009; Bauman, 2011) perspėja apie riziką susipainioti virtualioje realybėje iškraipant natūralų žmogaus gyvenimą. Nors požiūriai į socialines medijas įvairūs, jų įtaka didėja ir keičiasi informacijos priėmimo bei apdorojimo būdai.

Pagal dabartinius tyrimus apie 95% jaunų žmonių (amžiaus grupės nuo 13-17 ir 18-29) reguliariai naudoja socialines medijas (Lenhart, 2010). Saityno 2.0 technologijų pritaikymai vis labiau įsitvirtina mūsų kasdieniniame gyvenime, ypač jaunų žmonių gyvenime įvairiose vietose, įvairiuose socialiniuose kontekstuose (Hargittai, 2007). Tyrėjai nustatė, kad būsimųjų studentų karta aktyviai naudoja socialines medijas kurdami skaitmeninį turinį.

Saityno 2.0 technologijų siūlomas potencialas, kuris keičia socialinį pasiskirstymą, kuria naujas galimybes ir keičia žmonių ryšius su daiktais, vietomis ir vienas su kitu, dar nėra pakankamai ištirtas (Beer and Burrows, 2007). Socialinių medijų poveikis švietimo didaktikai ir socialiniams ryšiams švietimo srityje yra besiplečianti tyrimų sritis (Selwyn, 2007). Švietimo srityje tyrimai turi tendenciją krypti į studentų socialinių medijų naudojimą mokymosi tikslams (Ellison, Steinfield, and Lampe, 2007; Selwyn, 2007). Kita tyrimų kryptis yra susijusi su švietėjų socialinių medijų naudojimu jų pedagoginėje praktikoje (Mason 2006; Mazer, Murphy, and Simonds 2007), mokymo veiklų transformavimu, panaudojant socialines medijas (Cheal, Coughlin, and Motore; 2012) ir pedagogų profesine transformacija (Oberg, Bell; 2012). Socialinių medijų taikymas ir jų poveikis universitetinėms studijoms tiriamas pateikiant platų socialinių medijų technologijų įtakos universitetinių studijų vystymui ir jų demokratizavimo procesams vaizdą (Bach, Haynes and Smith 2007), taip pat pateikiami tyrimai, analizuojantys universitetų vystymąsi, paskatintą politinių sprendimų ir technologijų taikymo (Cowen, 2013).

Nacionaliniame Lietuvos kontekste socialinių medijų naudojimo švietime tyrimai taip pat įgauna vis didesnę svarbą. Petkūnas ir Jucevičienė (2006) analizuoja švietimo paradigmos pokyčius, atsiradusius dėl informacinių technologijų taikymo. Zygmantas (2007) susitelkia į kintančius reikalavimus pedagogams. Technologijomis grindžiamo mokymo(si) turinio ypatybės ir vertinimas taip pat pastaruoju metu plačiai diskutuoti nacionaliniame kontekste (Volungevičienė ir Teresevičienė, 2011). Duoblienė (2011) pateikia plačią Lietuvos švietimo sistemos raidos apžvalgą ir problematiką platesniame Europos ir kitų pasaulio valstybių švietimo kaitos kontekste, pristatant gilumes įžvalgas, susijusias su

technologijų ir socialinių medijų taikymu švietime. Taip pat analizuojama universiteto ir universitetinių studijų idėjos raida ir universiteto demokratizavimo procesai (Kraujutytė, 2002; Samalavičius, 2010), kurie sudaro universiteto modernizavimo pagrindą. Taigi matome, kad socialinių medijų naudojimo švietime tyrimai įgauna didėjančią svarbą tiek nacionaliniu tiek tarptautiniu mastu.

Tyrimo problema ir tyrimo klausimai. Prensky (2001) įvedė naujus terminus, susijusius su informacinių technologijų naudojimu švietimo aplinkose apibūdindamas šiuolaikinius studentus kaip *Digital Natives* (skaitmeniniai čiabuviai), kurie atstovauja kartą užaugusią su moderniomis skaitmeninėmis technologijomis ir apibūdindamas dėstytojus kaip *Digital Immigrants* (skaitmeniniai imigrantai), kadangi jie įvaldė skaitmeninę kalbą jau vėliau ir jų supratimas bei įgūdžiai nėra tokie tobuli. Autorius edukacine problema vadina situaciją, kad *Digital immigrants* bando mokyti *Digital natives*, kurių informacijos priėmimo ir suvokimo įpročiai yra kitokie, pagrįsti daugiafunkciškumu (gebėjimu vienu metu atlikti kelias užduotis) ir greitu fragmentiškos ir mozaikinės informacijos priėmimu). Taigi *Digital immigrants* susiduria su tuo, kad jie turi įvaldyti socialines medijas, išmokti bendrauti savo studentų kalba ir stiliumi, turi priimti socialinių medijų ir savo studentų mozaikišką ir simultaninę realybę. Cuban (2001) dar labiau išryškino problemą savo patebėjimu, kad dėstytojai dažniausiai naudoja technologijas, tam kad palaikytų jau egzistuojančius mokymo(si) modelius vietoj to, kad taikytų inovacijas, nors teoriškai tikimasi, kad technologijų naudojimas švietime turėtų reikšti transformacijas mokyme(si). Pagal Kirkwood and Price (2014) technologijomis grindžiamas mokymas(sis) turėtų atnešti tokią naudą, kaip egzistuojančių mokymo(si) procesų efektyvumas, tobulėjimas ir transformacija, tačiau autoriai pripažįsta, kad tai netampa įprastu reiškiniu. Prensky (2014) įvedė terminą VUCA (variability, uncertainty, complexity and ambiguity) - KNSN (kintamumas, neapibrėžtumas, sudėtingumas ir nevienareikšmiškumas), kuris pabrėžia augantį mokymo(si) ir gyvenamų aplinkų sudėtingumą. Šis terminas apima technologijų, naudojamų švietime, kintamumą, pabrėžiant faktą, kad tai, kas atrodo tinkama šiandieninėje situacijoje, gali būti nebetinkama rytoj, terminas taip pat reiškia gyvenimo kelių neapibrėžtumą, patikimų, numatytų pasirinkimų, vedančių į stabilią ateitį, išnykimą, švietimo ir vystymosi aplinkų sudėtingumą, kurį lemia nuolat besikeičiančios technologijos ir technologijų sąlygojamas pasaulis, ir galiausiai visa apimantį nevienareikšmiškumą, kai pagal vienus kriterijus mūsų blogiausi studentai gali tapti geriausiais taikant kitus kriterijus. Įvardinta edukacinė problema išlieka, nes technologijų, taikomų švietimo aplinkose, kintamumas meta panašų iššūkį dėstytojams, kuriems gal jau ir nebetinka apibūdinimas *Digital immigrants,* bet jie vis tiek turi susidoroti su naujais iššūkiais, keliamais nuolat kintančių socialinių medijų. Prensky (2001) įvestas *digital immigrants* konceptas gali atrodyti šiek tiek drastiškas, tačiau KNSN (VUCA) akivaizdžiai apibūdina nuolat kintančias švietimo aplinkas ir dėstytojai negali užverti durų šiuolaikinio pasaulio realybei, kuri atneša socialines medijas į universitetines studijas, jie tiesiog turi tai priimti. Panašiai problemą apibūdina ir McLuhan (2003), teigdamas, kad mechanistinių, linijinių ir asociacijų filosofijos vyravimo laikai baigėsi, linijiškumą pakeitė elektroninio amžiaus simultaniškumas ir koncentriškumas su begaliniu plokštumų persikirtymu, kur visos medijos nuolatos sąveikauja vienos su kitomis. Taigi visiems universitetinių studijų dalyviams: dėstytojams, studentams ir administratoriams, tenka pereiti į simultanišką socialinių medijų, naudojamų universitetinių studijų procese, pasaulį. Selvyn (2012) teigia, kad socialinių medijų

taikymo aukštajame moksle sritis apima įvairialypius, dažnai prieštaringus diskursus nuo absoliučiai entuziastingų, pristatančių socialines medijas kaip panacėją, iki labiausiai kritiškų, pateikiančių socialines medijas kaip ardančias technologijas, kurios negatyviai veikia švietimo aplinkas ir žmonių protus. Tai skatina pažvelgti giliau iškylančią žmogaus patirtį studijų aplinkose prisotintose socialinių medijų, keliant **pagrindinį tyrimo klausimą** kaip dėstytojai, studentai ir administratoriai supranta ir įprasmina savo socialinių medijų naudojimo universitetinėse studijose patirtį. Papildantys klausimai apima tokius klausimus kaip: kokie požymiai yra būdingi socialinių medijų naudojimo universitetinėse studijose patirties įprasminimui; ir kokios dimensijos iškyla socialinių medijų naudojimo universitetinėse studijose dėstytojų, studentų ir administratorių išgyventos patirties reikšmė.

Tyrimo objektas yra socialinių medijų naudojimo universitetinėse studijose reikšmė. Tiriamas socialinių medijų naudojimo universitetinėse studijose fenomenas koncentruojantis į universitetinių studijų dalyvių patirties prasmę.

Disertacijos tyrimo tikslas ir uždaviniai. Šis tyrimas priklauso kokybinių tyrimų paradigmai ir yra įnašas į plačią tyrimų sritį, susijusią su socialinių medijų naudojimu universitetinėse studijose, kurioje taikomas platus spektras įvairaus pobūdžio metodologinių požiūrių. Šio tyrimo tikslas yra ištirti socialinių medijų naudojimo universitetinėse studijose fenomeną remiantis universitetinių studijų dalyvių išgyventa patirtimi (lived experience), tiriant kaip dėstytojai, studentai ir administratoriai įprasmina socialinių medijų naudojimą universitetinėse studijose remdamiesi savo išgyventa patirtimi. Reiškinio prasmė atskleidžiama tiriant dėstytojų, studentų ir administratorių asmeninį patyrimą, naudojant socialines medijas universitetinėse studijose. Siekiant tyrimo tikslo, keliami tokie tyrimo uždaviniai:

1) aptarti socialinių medijų naudojimo universitetinėse studijose diskursą;

2) pateikti fenomenologines įžvalgas, susijusias su socialinių medijų naudojimu universitetinėse studijos;

3) aprašyti ir struktūruoti tyrimo dalyvių: dėstytojų, studentų ir administratorių išgyventą socialinių medijų naudojimo universitetinėse studijose patirtį;

4) atskleisti daugialypę socialinių medijų naudojimo universitetinėse studijose reiškinio prigimtį.

Tyrimo naujumas. Tyrimų laukas yra palyginti naujas ir nuolat besikeičiantis, todėl vis dar yra daug neatsakytų klausimų. Taip pat tyrimų laukui būdingas tyrimų, pagrįstų konstruktyvistine paradigma, vyravimas, dažniausiai siekiant ištirti kaip plėsti ir stiprinti socialinių medijų naudojimą mokymui(si) universitetinėse studijose, kaip identifikuoti socialinių medijų naudojimo mokymui(si) universitetinėse studijose procesus, kuriuos būtų galima lengvai taikyti, valdyti ir vertinti. Tačiau žmogiškasis faktorius atrodytų dažnai yra nustumiamas į šalį. Dėmesingumas, pedagoginis ryšys, žmogaus buvimas studijų aplinkose prisotintose socialinių medijų kartais gali būti sunkiai pamatuojami, bet jie taip pat yra svarbūs tyrimuose susijusiuose su švietimu. Šiame kontekste socialinių medijų naudojimo universitetinėse studijose reiškinio tyrimas yra visiškai aktualus ir naujas, kadangi norima ištirti patį reiškinį, žvelgiant giliau į tai, kas gi glūdi po įvairiomis prielaidomis, entuziastingomis ir kritiškomis, kokia yra reiškinio prigimtis, kokį poveikį gali turėti socialinių medijų naudojimas universitetinėse studijose.

Disertacinio tyrimo reikšmingumas. Įvairialypiai diskursai, susiję su socialinių medijų naudojimu universitetinėse studijose, dažnai yra prieštaringi: pradedama absoliučiai entuziastingais ir baigiama labiausiai kritiškais, pateikiančiais socialines medijas kaip ardančias technologijas. Tačiau socialinės medijos neišvengiamai skverbiasi į visas švietimo sritis, įskaitant ir universitetines studijas, todėl atliekami nuodugnūs edukacinio socialinių medijų naudojmo moksliniai tyrimai. Taigi socialinių medijų naudojimo universitetinėse studijose reiškinio tyrimas yra mokslinis įnašas į plačią socialinių medijų naudojimo švietime tyrimų sritį. Švietimo kontekstas yra svarbus veiksnys mokymui(si) (Lave and Wenger, 2002), todėl kontekstinės realijos yra svarbios tiriant socialinių medijų technologijų naudojimą universitetinėse studijose. Tyrimas suteikia objektyvesnį socialinių medijų naudojimo universitetinėse studijose supratimą atskleisdamas kaip universitetinių studijų dalyviai: dėstytojai, studentai ir administratoriai įprasmina socialinių medijų naudojimą universitetinėse studijose remdamiesi savo išgyventa patirtimi (lived experience), kuri atskleidžia žmogaus buvimo universitetinių studijų aplinkose, praturtintose socialinėmis medijomis, prasmę. Tyrimo rezultatai suteikia galimybę pateikti rekomendacijas socialinių medijų naudojimo universitetinėse studijose klausimais ir numatyti tolimesnių tyrimų galimybes.

Disertacinio darbo metodologija (taikyti mokslinio tyrimo metodai). Šiame disertaciniame tyrime yra taikoma kokybinio tyrimo paradigma, kadangi ji padeda suprasti žmogaus patirtį neatskiriant jos nuo konteksto (Creswell, 2007), todėl ši paradigma yra tinkam tirti žmogiškąją patirtį universitetinių studijų aplinkose, praturtintose socialinėmis medijomis. Kokybinė indukcinė turinio analizė pagal Elo ir Kyngas (2007) pasirinkta kaip pagrindinis tyrimo metodas ir šis metodas apjungtas su su fenomenologine hermeneutika pagal Lindseth ir Norberg (2004).

Kodėl fenomenologija? Fenomenologinis tyrimas yra ypač tinkamas žmogaus veiklai švietimo aplinkose tirti, kadangi fenomenologija pripažįsta, kad žmonės remdamiesi savo asmenine patirtimi nuolat aktyviai kuria savo edukacines aplinkas, kurios sunkiai gali būti pamatuojamos taikant pozityvistinę tyrimų paradigmą (Stiegler, 2010; Saevi, 2012; Adams, 2012; Biesta, 2013; Van Mannen, 2014). Tai yra viena iš pagrindinių priežasčių, kodėl fenomenologinė metodologija yra pasirinkta šiam disertaciniam tyrimui, kuris glaudžiai susijęs su edukacine aplinka. Kita priežastis yra ta, kad tokio pobūdžio tyrimas leidžia atskleisti tyrimo dalyvių „balsą“, susijusį su tiriamuoju reiškiniu. Fenomenologinė perpektyva taip pat pripažįsta tam tikrą neišvengiamą subjektyvumą ir tyrimo reliatyvumą, taipogi pripažindama „balsų“ tiriamojo reiškinio kontekste atskleidimo vertę (Gadamer, 1999; Lindseth and Norberg, 2004).

Prieš pradedant tyrimą, pirmiausia atlikta literatūros apžvalga, koncentruojantis į tai kas yra rašoma apie tyrimo objektą, tam kad pristatyti įvairialypį socialinių medijų naudojimo universitetinėse studijose diskursą ir atskleisti kontekstą. Studijų procesas yra formuojamas švietėjų: dėstytojų ir administratorių, tačiau besimokančiųjų požiūriai ir nuomonės taip pat yra svarbūs, ypač turint omenyje pačių socialinių medijų neformalų pobūdį. Todėl trys tyrimo dalyvių grupės: dėstytojai, studentai ir administratoriai, buvo įtrauktos į interviu serijas, tam kad atskleisti visapusišką reiškinio vaizdą ir taip pat užtikrinti duomenų trianguliaciją. Giluminiai pusiau struktūruoti interviu (Smith, et al., 2009) su dėstytojais, studentais ir administratoriais atlikti siekiant ištirti kaip dėstytojai, studentai ir administratoriai supranta ir įprasmina savo socialinių medijų naudojimo uni-

versitetinėse studijose patirtį. Kokybinė indukcinė turinio analizė yra pagrindinis tyrimo metodas ir apima tokius etapus: pradinis interviu tekstų skaitymas, teksto skirstymas į reikšminius vienetus (reikšmingi teiginiai, sakiniai ar kitos ištraukos, kurios teikia informacijos apie tiriamųjų patirtis, susijusias su reiškiniu), reikšminių vienetų abstrahavimas ir kategorijų išskyrimas, ir galiausiai, temų formulavimas, remiantis panašumo gija apjungiančia kategorijas (Elo and Kyngas, 2007).

Fenomenologinis hermeneutinis metodas, Lindseth ir Norberg (2004) siūlomas išgyventos patirties tyrimui, pasirinktas, tam kad praturtinti tyrimą atliekant duomenų analizę. Šis metodas yra pagrįstas Ricoeur (2000) filosofinėmis įžvalgomis. Kalbant apie duomenų analizę, keturi pagrindiniai etapai yra identifikuojami (Lindseth and Norberg, 2004): naivus skaitymas, struktūrinė teminė analizė, visapusiškas supratimas ir rezultatų formulavimas fenomenologiniu hermeneutiniu būdu. Duomenų apdorojimo etape, surinkta empirinė medžiaga yra peržiūrima ir nustatomi reikšminiai vienetai (reikšmingi teiginiai, sakiniai ar kitos ištraukos, kurios teikia informacijos apie tiriamųjų patirtis, susijusias su reiškiniu). Reikšminiai vienetai yra abstrahuojami ir apjungiami į potemes, kurios savo ruožtu yra jungiamos į temas, ir jeigu reikia, temos yra jungiamos į pagrindines temas arba dimensijas. Visapusiško supratimo etape dimensijos arba pagrindinės temos, temos ir potemės yra reflektuojamos ir remdamasis ižvalga tyrėjas ieško sąsajų su moksline literatūra, su įvairių mokslininkų tyrimais ir įžvalgomis, kas padeda atskleisti ir išryškinti įvairius interviu tekstų aspektus, suteikia erdvės interpretacijai, nes fenomenologija yra suvokiama ne kaip grynas aprašymas, bet kaip išgyventų patirčių, susijusių su tiriamu reiškiniu, interpretacija. Galiausiai, formuluojant rezultatus fenomenologiniu hermeneutiniu būdu, kreipiamas dėmesys į tai kad išgyventos patirties prasmė būtų suformuluota kasdienine kalba, naudojant veiksmažodžius anglų kalboje su galūne –ing, kas padeda geriau perteikti išgyventos patirties prasmę. Kokybinės indukcinės turinio analizės ir fenomenologinės hermeneutikos apjungimas šiame tyrime leido rasti ne tik aprašomuosius bet ir faktinius aspektus, susijusius su tyrimo objektu.

Disertacinio darbo struktūra. Disertacija yra sudaryta iš 4 dalių. Pirmojoje dalyje pristatomas socialinių medijų naudojimo universitetinėse studijose diskursas, kuris apima socialinių medjių sąvoką, socialinių medijų universitetinėse studijose vaidmens analizę, iškylačius pokyčius universitetinėse studijose ir naujus didaktinius požiūrius į tai, kaip integruoti socialines medijas į universitetines studijas. Taip pat pateikiamos fenomenologinės perspektyvos įžvalgos, susijusios su technologijų taikymu švietime apimant socialinių medjių naudojimą universitetinėse studijose.

Antroji dalis yra paskirta disertacinio tyrimo metodologijai. Trečiojoje dalyje pristatomi tyrimo rezultatai, aptariant tarpusavyje persipinačias tiriamo reiškinio dimensijas. Ketvirtojoje diskusijos dalyje atskleidžiamas daugialypis socialinių medijų naudojimo universitetinėse studijose reiškinio pobūdis. Pateiktos išvados užbaigia disertaciją.

Požiūriai į socialinių medijų naudojimą universitetinėse studijose, išryškėję literatūros apžvalgoje.

Iš tiesų yra svarbu apžvelgti pagrindinius požiūrius ir idėjas susijusias su socialinių medijų naudojimu universitetinėse studijose. Socialinės medijos apima daugybę formų, tokių kaip wiki, blog (dienoraščiai), socialiniai tinklai, podcast (daugialypės interaktyvios

informacijos transliavimas) ir kt. Socialinių medijų apibrėžimas nėra nusistovėjęs, nes kinta jau egzistuojančios a medijų formos ir atsiranda naujos. Bandydami apibrėžti socialines medijas mokslininkai pateikia įvairius apibrėžimus, kuriuos sieja viena bendra mintis, kad socialinės medijos yra „grupė interneto pagrindu sukurtų programinių sprendimų, pagrįstų saityno Web 2.0 ideologija ir technologijomis, kurie leidžia vartotojams kolektyviai kurti ir keistis vartotojų sukurtu skaitmeniniu turiniu." (Kaplan ir Haenlein, 2010, p. 61). Pagrindinė mintis, siejanti socialinių medijų apibrėžimus, yra informacinių technologijų ir socialinės sąveikos susiliejimas, sąlygojantis bendrą turinio ir žinių kūrimą. Vartotojų sukurtas turinys tampa pagrindiniu socialinių medijų bruožu, be to, šis turinys gali būti kolektyviai keičiamas, perdirbamas, tobulinamas daugybės vartotojų. Technologijos leidžia vartotojams apsijungti kuriant skaitmeninį turinį ir naudoti daugialypius kanalus nuolat jį keičiant ir modifikuojant.

Universitetinėse studijose socialinės medijos geriausiai gali būti pristatytos skaitmeninės Bloomo taksonomijos piramide, kurioje pateikiame įvairūs socialinių medijų įrankiai, sugrupuoti pagal taksonominius lygmenis, pateikiant užuominą į tai, kaip socialinių medijų įrankiai gali būti naudojami universitetinėse studijose atsižvelgiant į taksonomijos lygmenį.

Taip pat, reikia pažymėti, virtualios mokymosi aplinkos, tokios kaip Moodle, turi socialinių medijų bruožų, nors mokslininkai teigia, kad jos suteikia ribotas galimybes dalintis informacija ir bendradarbiauti prisijungus prie interneto, nes studentų sąveika yra apribota viena grupe arba vienu semestru, o socialinės medijos teikia neribotas galimybes nuolatinei daugialypei sąveikai. Nors virtualios mokymosi aplinkos turi socialinės medijos bruožų, jas taip pat riboja instituciniai saugumo ir privatumo reikalavimai, kurie neleidžia dalijimosi informacija ir sąveikos už institucijos ribų. Tačiau techniškai egzistuoja galimybės sulieti virtualios mokymosi aplinkos ir socialinių medijų įrankius, tokiu būdu suliejant technologijas taip, kad jos patektų į tą pačią socialinių medijų kategoriją.

Mokslininkai (Bach, Haynes ir Smith, 2007) numato intensyvų socialinių medijų naudojimo universitetinėse studijose augimą dėl tokių faktorių, kaip greitas technologijų vystymasis, kuris natūraliai skverbiasi į visas gyvenimo sritis, kartu ir švietimą, pagerėjusius būsimų studentų informcinių technologijų įgūdžius, kadangi naujoji karta įgyja šiuos įgūdžius savaime, ir universitetinių studijų paklausos augimą, susijusį su aukštojo mokslo masiškėjimu.

Socialinės medijos sąlygoja pokyčius ir universitetinėse studijose. Mokslininkai (Thomas ir Seely-Brown, 2011) identifikuoja mokymo(si) interaktyvumą kaip edukacinį metodą, kuris įneša pokyčių į švietimą, ir nurodo mokymo(si) pokyčių kryptis: nuo linijinio į hipermedijomis grindžiamą mokymą(si); nuo instrukcijų prie žinių konstravimo ir atradimo; nuo orientuoto į dėstytoją link orientuoto į besimokantįjį; nuo mokomosios medžiagos įsisavinimo į mokymą(si) mokytis ir naviguoti informacijos gausoje; nuo unifikuoto mokymo į pritaikyto besimokančiajam individualizuoto mokymo(si); nuo dėstytojo žinių perteikėjo į dėstytoją patarėją. Tiesą sakant, socialinių medijų naudojimas universitetinėse studijose pagilina tendenciją kisti dėstytojo vaidmeniui nuo dėstytojo visažinio į mokymo(si) skatintojo, patarėjo, tačiau dėstytojas nepraranda mokymo funkcijos, tik didaktinis požiūris keičiasi į demokratiškesnį požiūrį.

Socialinių medijų naudojimas universitetinėse studijose tampa svarbiu iššūkiu dėstančiam personalui, kadangi socialinės medijos veikia universitetines studijas globaliame ir

lokaliuose kontekstuose. Pastebimas augantis entuziazmas tarp dėstančio personalo ir tam tikras spaudimas dėstytojams iš studentų pusės naudoti socialines medijas universitetinėse studijose, nors ir trūksta parengtų institucinių strategijų. Mokslinėje literatūroje numatoma, kad socialinių medijų naudojimas universitetinėse studijose gali sąlygoti išaugusį dėmesį mokymuisi ir didesnį studentų įsitraukimą, taip pat išaugusį bendradarbiavimą ir dalijimąsi informacija.

Naujų technologijų, tokių kaip socialinės medijos, taikymo švietime ir su jomis susijusių didaktinių idėjų bei teorijų problematika išlieka vienu iš pagrindiniu tyrimų klausimu, į kurį kreipiamas dėmesys. Mokslininkai mano, kad technologijų vaidmuo mokyme ir mokymesi išlieka tiek teoriniu, tiek tyrimų klausimu, kadangi egzistuoja kokybinis skirtumas tarp mokymo prisijungus prie interneto naudojant saityno 2.0 technologijas ir tiesiog kurso medžiagos įkėlimo į internetą. Mokymas(is) socialinių medijų aplinkose, grindžiamas socialinių medijų technologijomis, yra labiau pagrįstas kolektyvinėmis studijomis ir inovacijomis, o ne instrukcijomis ir žinių perteikimu, daugiau būdingu formaliajam švietimui. Tai atitinka naują konektyvizmo teoriją, kurioje apibūdinamas mokymasis, pagrįstas galimybėmis aktyviai naudotis informacija ir ją papildyti nei pasyviai saugoti žinias -tai buvo būdinga tradiciniams mokymo ir mokymosi būdams formaliojo aukštojo mokslo aplinkose. Mokslininkai pripažįsta, kad universitetai turi potencialą naudoti socialines medijas kolektyviniam žinių kūrimui. Tačiau taip pat yra kritiškų požiūrių, teigiančių, kad studentai naudodami socialines medijas nuo asmeninių žinių turtinimo pereina prie „žinių medžioklės ir rinkimo elektroninių duomenų miškuose"(Carr, 2010). Nors, kaip pastebi mokslininkai, tokie požiūriai nėra visuomet pagrįsti plačiais tyrimais.

Teigiama, kad taikydami naujai atsirandančias technologijas švietime turėtume atsižvelgti į jau patirtas pamokas šioje srityje, tačiau praeities pamokos, susijusios su technologijų taikymu švietime, yra dažnai ignoruojamos. Kaip pavyzdys paminimas faktas, kad poreikis keisti ir pertvarkyti mokymą taip, kad sėkmingai ir visiškai galima būtų taikyti naujas technologijas, yra dažnai ignoruojamas. Taip pat reikėtų turėti omenyje tą faktą, kad technologijos savaime neįsilieja į švietimo procesus ir turi būti dedamos pastangos kreipiant ypatingą dėmesį į tam tikras žmonių grupes ir užtikrinant jų priėjimą prie technologijų. Į universitetines studijas ateina naujos kartos studentų, kurie turi didesnį polinkį į daugiafunkciškumą (gebėjimą vienu metu atlikti kelias užduotis), kurie yra pripratę žongliruoti savo veiklomis elektroninėje erdvėje, pripratę prie didesnės socialinės veiklos autonomijos, kurie geba pasirinkti, ką jiems reiktų daryti, kada, kur ir kaip. Tačiau yra nustatyta, kad tradicinės „iš viršaus į apačią" modeliu pagrįstos institucijos (universitetai) yra prastai pritaikytos prasmingam studentų įtraukimui į mokymąsi naudojant socialines medijas. Kaip pastebi mokslininkai (Papacharissi, 2010; Selvyn, 2012), net geriausius ketinimus turintys universitetai tegali pasiūlyti savo studentams dirbtinai reguliuojamą ir ribotą įsitraukimą į socialinių medijų naudojimą mokymuisi. Egzistuoja tam tikras nesuderinamumas tarp hierarchinę struktūrą turinčio bendravimo ir mokymo siūlomų universitetų, kaip hierarchinių institucijų, ir demokratinės linijinės struktūros, būdingos socialinėms medijoms.

Žvelgiant iš fenomenologinės perspektyvos, viena vertus, technologijos įneša daugiau patogumo į žmogaus būtį, tačiau, antra vertus, jos meta iššūkį žmogaus egzistencijai ją ardydamos, defragmentuodamos, tokiu būdu tapdamos ardančiomis technologijomis.

Pagal technogenetinės fenomenologijos įžvalgas, žmonės tampa vis daugiau priklausomi nuo dirbtinės technologinės įrangos. Jie kuria įrankius ir naujas technologijas lyg dirbtinius žmogaus kūno tęsinius (protezus) ir yra pasmerkti gyventi gyvenimą su protezu būtyje lyg kyborgai, persipynę su technologijomis, kurdami vis naujas technologijas ir kartu veikiami bei patys perkuriami jų pačių sukurtų technologijų. Naujų pažinimo technologijų ir naujų medijų vystymasis skatina perspėjimą, kad žmonių dėmesys gali galutinai nukrypti vien tik į komerciją ir naujų technologijų industriją.

Tinklų teorijos prieiga traktuoja technologijas ir socialinę terpę kaip tarpusavyje persipynusius veiksnius pripažįstant, kad technologijos ir socialiniai veiksniai tuo pat metu veikia kaip priežastis ir kaip pasekmė. Tai sąlygoja tolesnę teorinę prielaidą neatskirti žmogaus ir technologijų, o nagrinėti jų sąveiką kaip dvinarį ryšį. Tai labai panašu į esminę Heidegerio prielaidą, kad technologijos nepakeičia pasaulio, bet jį įrėmina tam tikru tai technologijai charakteringu būdu, taigi žmonės suvokia pasaulį per technologinį rėmą, ir, atrodytų, patenkindamos tam tikrą poreikį ar atsakydamos į tam tikrą klausimą technologijos tuo pat metu pakeičia ir klausimą, ir atsakymą. Pavyzdžiui, socialiniai tinklai veikia ne tik kaip išplėsto bendravimo erdvė, bet ir pakeičia pačias bendruomenės ir bendravimo sąvokas, todėl technologija veikia ne tik kaip paprastas įrankis - ji veikia aukštesniu metafiziniu lygmeniu.

Švietimo aplinkose, tarp jų ir universitetinėse studijose, informacinės technologijos įskaitant ir socialines medijas pakeičia dėstytojo ir studento santykius bei jų pasaulio suvokimo būdus. Technologijų naudojimas iškart keičia, deformuoja mokymosi aplinkas ir gyvenamąjį pasaulį bei kviečia prisitaikyti prie naujų gyvenamojo pasaulio horizontų.

Tyrimo apžvalga

Kokybinio tyrimo paradigma pritaikyta tiriant socialinių medijų naudojimo universitetinėse studijose reiškinį įgalino tyrėją prasiskverbti, keliauti į gilesnes tiriamo reiškinio dimensijas arba sluoksnius panašiai kaip Kvale aptariamoje „tyrėjo kaip keliautojo" metaforoje. Pirmoji praktinė dimensija atsivėrė tyrimo metu, iškeldama esminius prieštaravimus ir teigimą socialinių medijų naudojimo universitetinėse studijose poveikį. Ji taip pat apima laikiškumo ir erdviškumo fenomenologinius egzistencinius žmogaus būties elementus. Iškylantys prieštaravimai gali būti apibūdinti remiantis senovės graikų dievo Jano metafora pavadinant juos dviveidžio graikų dievo Jano priešybėmis. Pirmoji iš jų yra yra informacijos gausa, nuolatinis informacijos srautas, kuris lemia poreikį medijų raštingumui, apimančiam dėmesio valdymą, dalyvavimą, bendradarbiavimą, tinklo įsisąmoninimą ir kritinį informacijos naudojimą. Kitas prieštaravimas yra susijęs su demokratišku išsklaidytu socialinių medijų pobūdžiu ir institucijų polinkiu kontroliuoti bei kategorizuoti procesus. Nors švietimo įstaigos turi tradicines ritualizuotas praktikas kontroliuoti ir disciplinuoti, kurios turi tendenciją išlikti kontrolės procesuose, socialinių medijų taikymas universitetinėse studijose veikia kaip varomoji jėga stumianti demokratizavimo link. Dar vienas prieštaravimas yra susijęs su didėjančiu tapatybės fragmentiškumu. Iš vienos pusės, socialinėse medijose saugumo sumetimais tapatybę bandoma maskuoti, jos neatskleisti, iš kitos pusės, socialinėse medijose vartotojų publikuojamas skaitmeninis turinys: fotografijos, pomėgiai, komentarai, istorijos, naudojama kalba - dalinai atskleidžia tapatybę, kurią stengiamasi maskuoti. Prie to dar prisideda privatumo problema, kurią taikliai api-

būdina mitas apie graikų dievą Momą, kuris buvo išreiškęs norą, kad žmogus turėtų langą širdyje, pro kurį galima būtų matyti, kas joje yra. Tai įkūnija norą pasiekti tai, kas paslėpta žmogaus viduje, pasitelkiant socialinių medijų technologijas. Papildomos problemos yra susijusios su pokyčiais universitetinių studijų procese: kintantys dėstytojo ir studento vaidmenys – dėstytojai, vis daugiau veikiantys kaip patarėjai, ir studentai, vis labiau tampantys autonomiški, savarankiškai besimokantys; postūmiai link formaliojo, neformaliojo ir savaiminio mokymosi susiliejimo, neišvengiami pokyčiai švietimo įstaigose, apimantys dėstytojo darbo vietos kaitą, perkeliant dėstytojo darbą į elektroninę socialinių medijų erdvę, taip pat iškylantis žinių suprekinimo reiškinys, kuris yra bendro pobūdžio problema, būdinga vartotojiškai visuomenei. Tiesiog medijos ją dar daugiau išryškina paspartindamos ir pagilindamos žinių, kaip prekės, naudojimą. Dar viena iškylanti problema yra ne visada pakankamas aprūpinimas informacinėmis technologijomis ir interneto ryšio tapimas vienu iš esminių žmogaus poreikių. Galiausiai socialinių medijų tapimas nenugalimu įpročiu, pripratimas prie jų dar daugiau sąlygoja žmogaus kyborgišką būtį.

Teigiami socialinių medijų naudojimo aspektai pirmiausia apima socialinių medijų naudojimo būdus bendraujant, pasikeičiant informacija, skatinant kūrybiškumą bei didesnį bendradarbiavimą. Socialinės medijos yra plačiai naudojamos bendraujant asmeniniais, profesiniais ir mokymo(si) tikslais, įskaitant dalijimąsi ir keitimąsi informacija daugialypiais socialinių medijų kanalais. Edukacinis naudojimas kūrybiškumo skatinimui puikiai siejamas su skaitmenine Bloom'o taksonomija, kurioje pateikiamos socialinių medijų integravimo į švietimo aplinkas galimybės, kur kūrybiškumas yra vienas iš aukščiausio lygio mąstymo įgūdžių ir vienas iš aukščiausio lygio mokymo(si) uždavinių. Pagrindinėje tyrime išskirtoje suvoktų socialinių medijų naudojimo universitetinėse studijose privalumų kategorijoje išskiriami tokie privalumai:

- išplėstas bendravimas;
- dalijimasis informacija;
- galimybė pasiekti didelį žmonių skaičių tuo pat metu;
- informacijos vizualizavimas;
- plati ir įvairiapusė informacijos paieška;
- simuliacijos (įtraukiant visus sensorius);
- naujos kūrybiškumo formos;
- ekonomiškumas, resursų tausojimas.

Tyrimo dalyviai aptaria aukščiau minėtus privalumus interviu metu. Jie pripažįsta, kad didelės auditorijos gali būti pasiektos vienu metu ir nėra jokių laiko ir erdvės apribojimų tuokiu būdu keičiantis informacija. Jie taip pat mini, kad socialinės medijos turi įtaką resursų tausojimui, tokių kaip popierius ir transporto išlaidos. Be to, informacijos vizualizavimas tampa svarbus ir taikant simuliaciją taip pat įtraukiami visi sensoriniai kanalai, tai savo ruožtu skatina naujas kūrybiškumo formas.

Kalbant apie laikiškumą, galima teigti, jog jis pasireiškia kaip subjektyviai išgyvenamas laikas, kuris patiriamas tyrimo dalyvių įvairiais būdais (įgydamas tiek pozityvias, tiek ir negatyvias prasmes). Pirmiausia laikas išgyvenamas kaip persipynęs, glaudžiai susijęs su erdve. Taip pat laikas patiriamas kaip papildomas darbo krūvis ir kaip stresas. Laikas suvokiamas kaip Baumano puantilistinis (taškinis) laikas, suspaustas į vieną tašką. Galiau-

siai laikas išgyvenamas kaip prarastas laikas, kaip praradimas arba dėmesio blaškymas, atitraukimas mokymosi.

Kalbant apie erdviškumą, išryškėja, jog erdvė išgyvenama, kaip atstumo išnykimas, kuris reiškia žmonių ir daiktų priartėjimą, jų turėjimą po ranka. Socialinės medijos taip pat suvokiamos kaip erdvė, kurioje egzistuoja informacija kaip informacijos debesis. Tačiau kai kurie tyrimo dalyviai taip apibūdinamą informaciją patiria su tam tikru nepasitikėjimu, baime, kad ji kaip debesis gali išnykti. Socialinės medijos taip pat patiriamos kaip erdvė, kurioje vyksta kasdieninio gyvenimo įvykiai, tokiu būdu tampa gyvenamąja erdve. Virtuali socialinių medijų erdvė, debesis, išgyvenama kaip iššūkis mūsų gyvenamajai erdvei. Erdvė taip pat suvokiama kaip ryšių vieta. Iš tiesų žmogaus egzistencija tarsi pasidalijama į dvi erdves: fizinę ir virtualią, kurios kartais persipina viena su kita, kartais meta iššūkį viena kitai.

Kitas sluoksnis atsivėrė per socialinę dimensiją, kuri talpina savyje patiriamus ryšius ir kaip vieną iš ryškiausių - pedagoginį ryšį. Ryšiai patiriami dviem būdais: 1) ryšiai tarp socialinių medijų vartotojų; 2) žmogaus – technologijų ryšiai. Kalbant apie socialinių medijų vartotojų sąveiką, tyrimo dalyviai išgyvena redukcijos procesą, kuris reiškia, kad žmonės turėdami giluminę esmę yra transformuojami tiesiog į funkcijas. Tyrimo dalyviai taip įvardina redukcijos proceso išgyvenimą: „Nesijaučia, kad bendravimas socialinėse medijose yra natūralus, nes žmonės susikuria savo profilius, pateikdami tam tikrą įvaizdį, ir tu bendrauji su sukurtais įvaizdžiais ir jautiesi taip, tarsi įvaizdžiai bendrautų tarpusavyje.“ Be to, virtualūs ryšiai kartais išstumia realius ryšius, nes kartais žmonės netgi fiziškai būdami kartu vis tiek lieka įsitraukę į bendravimą socialinėse medijose. Tačiau tyrimo dalyviai patiria ne tik redukciją bet ir dalyvavimą arba buvimą vienas su kitu socialinių medijų erdvėje. Taip pat tyrimo dalyviai išgyvena tam tikrą intymumą prisidengę kompiuterio ekranu, buvimas už ekrano kartais leidžia žmonėms daugiau atsiverti ir patirti tam tikrą privatumo jausmą arba tapimą nematomu tuo pat metu ir liekant virtualioje socialinių medijų erdvėje. Šiuo atveju akivaizdžiai išgyvenama diveidžio graikų dievo Jano priešybė: vieni tyrimo dalyviai išgyvena didesnį intymumą socialinių medijų erdvėje, o kiti jaučia, kad jų privatumas gali būti pažeistas. Taip pat tyrimo dalyviai išgyvena darbo reikalų skverbimąsi į jų asmeninę erdvę.

Išskiriami keturi žmogaus – technologijų ryšių tipai, tai: įkūnijimas, hermeneutika, pakeitimas ir fonas. Vis jie yra išgyvenami tyrimo dalyvių. Pirmiausia įkūnijimas yra išgyvenamas besislepiant už kompiuterio ekrano tarsi žmogaus kūno tęsinio, socialinių medijų vartotojai išgyvena hermeneutiką sekdami ir interpretuodami ženklus ir ikonas socialinių medijų terpėje. Socialinių medijų technologijos suvokiamos kaip savaime suprantamas objektas, esantis fone ir pastebimas tik tada, kai įvyksta kažkoks gedimas ar jaučiamas informacijos trūkumas. Kalbant apie pakeitimą tyrimo dalyviai išgyvena socialinių medijų sugyvinimą, lyg ši technologija turėtų savybes, būdingas gyvai asmenybei.

Pedagoginio ryšio palaikymas tarp dėstytojų bei studentų, naudojant socialines medijas universitetinėse studijose, iškyla kaip esminė tema tyrime. Universitetinių studijų mokymo ir mokymosi gelmėje vienas iš svarbiausių elementų yra sąveika, ryšys tarp dėstytojo ir studento, kurio svarba išlieka ir socialinių medijų terpėje. Būdinga pedagoginiam ryšiui asimetrija reikalauja atsakomybės iš dėstytojo. Savo ruožtu, atsakomybė susijusi su kontrole, nes juk dėstytojas demonstruodamas atsakomybę bando užtikrinti, kad besimokantysis socialinių medijų terpėje atsidurtų tam tikrose aplinkybėse, kurios skatintų jį

mokytis. Iš kitos pusės, yra žinoma, kad socialinės medijos įneša naujų demokratiškesnių mokymosi formų ir švietimo institucijos, mūsų atveju universitetai, patiria būtinybę taikyti naujus, demokratiškesnius požiūrius mokyme(si) vietoj įprastų linijinių kontroliuojančių požiūrių. Tyrime išryškėja pedagoginio ryšio kontinuumas viename gale pradedant reguliatyviu, kontroliuojančiu požiūriu, pagrįstas įsitikinimais linijinės kontrolės universitetinėse studijose taikymu, ir baigiant kitame gale atviresniu, demokratiškesniu požiūriu. Reguliatyviam požiūriui pagal tyrimo dalyvių išgyventą patirtį būdingi tokie bruožai:

- kontrolės taikymas;
- nepasitikėjimas nekontroliuojamu mokymusi;
- institucinės kontrolės strategijos;
- bandymai eliminuoti studentų klausimus;
- studentų daugiafunkciškumo netoleravimas.

Kontrolės taikymas grindžiamas suvokimu, kad kontrolė yra neišvengiama mokyme, kad studentų veiklos stebėjimas ir nuoseklus jos registravimas gerina mokymąsi, taip pat egzistuoja nepasitikėjimas nekontroliuojamomis mokymosi veiklomis ir abejonės, ar tokios studentų veiklos socialinių medijų terpėje gali būti naudingos mokymesi. Įtvirtinta institucinė kontrolė atsiskleidžia universiteto institucinėje strategijoje kontroliuoti studijas teigiant, kad dėstytojo atsakomybė yra kontroliuoti. Taip pat dėstytojų bandymai eliminuoti studentų klausimus rodo polinkį kontroliuoti, bandyti kurti kliniškai išgrynintą, kontroliuojamą aplinką, kur studentų klausimai laikomi nepageidautini arba nepakankamo visų galimų priemonių mokymui(si) pateikimo įrodymas. Be to, studentų daugiafunkciškumas yra suvokiamas kaip trukdis ar kenkimas mokymuisi.

Demokratiškesniam požiūriui pedagoginio ryšio kontinuume būdinga:

- daugiafunkciškumo pripažinimas;
- bendradarbiavimo atmosfera;
- studentų veiklų palengvinimas;
- lankstumas;
- tolerancija;
- pirmenybės teikimas neformaliam bendravimui.

Visi šie paminėti bruožai gali būti siejami su konektyvizmo teorija, kuri grindžiama idėja, kad socialinių medijų demokratiškas pobūdis suteikia daugiau galimybių mokymuisi kaip procesui, pagrįstam daugialypių informacijos sričių apjungimu, ryšių tarp įvairių informacijos sričių kūrimu, kuriame dėstytojai tampa daugiau patarėjais, kaip nardyti informacijos ir naujų idėjų jūroje. Tokioje terpėje studentų daugiafunkciškumas, darbas su daugialypiais šaltiniais ir idėjomis atrodo natūralus. Taip pat natūrali atrodo visaapimanti bendradarbiavimo aplinka, kurioje dėstytojas veikia daugiau kaip patarėjas demonstruodamas lankstumą ir pasirengimą priimti tinkamiausius sprendimus pagal situaciją. Socialinių medijų terpė daugiau skatina ir teikia galimybių negu veikia ribojančiai. Dėstytojų tolerancija ir neformalus bendravimas veikia kaip geriausios pedagoginio dėstytojo ir studento ryšio apraiškos ir skatina studentus atsiverti mokymosi procese. Socialinės medijos primena Heidegerio daiktą, kuris atveria naują pasaulį, jame atsiveria nauji horizontai, naujos struktūros, kurias galima patirti ir naujos reikšmės, kurias galima konstruoti. Nauji technologiniai sprendimai, tarp jų ir socialinės medijos, atveria naujus horizontus, naujas

galimybes atskleisti žmogaus vidinius horizontus ir apgyvendinti naują pasaulį, atvertą naujų technologijų.

Galiausiai, individo dimensija apima dėstytojų kūrybiškumo temą. Tyrimo dalyvių patirtis atskleidžia kitą pastebėjimą, kad žmogaus kūrybiškumas išlieka netgi Stiegler identifikuotoje kyborgų būtyje. Žmogaus būtis gali būti veikiama ir formuojama technologijų, bet tikrasis kūrybiškumo pradas glūdi pačiame žmoguje, todėl, nesvarbu kokia terpė ar situacija, žmogaus kūrybiškumas prasiveržia įvairiais būdais ieškant išeičių, kaip apgyvendinti technologizuotas aplinkas. Tyrime išskirtos dvi pagrindinės kategorijos, susijusios veiksniais, darančiais įtaką, su dėstytojų kūrybiškumu: 1) išoriniai veiksniai, kurie skatina dėstytojų kūrybiškumą naudojant socialines medijas universitetinėse studijose; 2) vidiniai kūrybiškos asmenybės bruožai, kurie leidžia dėstytojams sėkmingai taikyti socialines medijas universitetinėse studijose. Išoriniai veiksniai apima kolegų įtaką, dalijimąsi idėjomis ir aktyvų jų įgyvendinimą, taip pat ir institucinę universiteto įtaką, kuri tyrimo dalyvių patiriama kaip institucijos skatinimas arba kartais kaip institucinė prievarta. Tokie veiksniai, kaip kolegų įtaka ir naujos idėjos, kurias dėstytojai nori išbandyti, yra kurstomi vidinių veiksnių ir persipina su vidiniais veiksniais, t.y. asmeninėmis savybėmis, tokiomis kaip polinkis, rizikuoti, noras eksperimentuoti, atvirumas naujovėms, inovacijoms ir noras kūrybiškai spręsti problemas. Iš tiesų šie veiksniai yra glaudžai persipynę ir sudaro sistemą veiksnių, darančių įtaką dėstytojų socialinių medijų įsisavinimui ir naudojimui universitetinėse studijose.

Diskusija

Tiek literatūros šaltinių apžvalga, tiek tyrimo rezultatai rodo, kad socialinių medijų naudojimo universitetinėse studijose reiškinys turi keletą dimensijų arba sluoksnių ir yra daugialypis, sudėtingas reiškinys. Pirmiausia greitas saityno 2.0 technologijų vystymasis, įskaitant ir socialines medijas, meta iššūkį karteziškai mąstymo paradigmai, paremtai linijiniu priežasties – pasekmės požiūriu. Tačiau nėra taip lengva ir paprasta persijungti iš deterministinio požiūrio, kadangi jis gajus mūsų visuomenėje ir moksle ir taip pat taikomas pačių technologijų kūrime. Literatūros apžvalga leidžia suvokti, kad išlieka vyraujanti tendencija matuoti socialinių medijų nešamą naudą ir trūkumus, tendencija klasifikuoti, ieškoti priežasčių ir pasekmių, bandyti pateikti tikslias rekomendacijas, kaip naudoti vienas ar kitas priemones. Tačiau jau pirma praktinė tiriamojo reiškinio dimensija atskleidžia, kad nors egzistuoja tam tikra socialinių medijų nauda, atsiskleidžiantys prieštaravimai įgyja paradoksalų pobūdį, kuris jau nebeatitinka karteziškos paradigmos. Pavyzdžiui, socialinės medijos atveria įvairiapusį priėjimą prie informacijos ir kūrybos, bet tyrimo dalyviai kartais išgyvena, kad yra neįmanoma susidoroti su visaapimančiu nuolatiniu informacijos srautu. Tokiu atveju atsiranda naujų teorijų, siūlančių vystyti medijų raštingumą kaip sprendimą iškylančiai problemai. Čia verta prisiminti spaudoje perskaitytą istoriją apie žmogų, Jungtinėse Amerikos Valstijose padavusį ledų gamintojus į teismą dėl sukelto streso ir nusivylimo pamačius, kiek jau egzistuoja ledų rūšių ir kiek atsiranda naujų, ir suvokus, kad net jei kasdien protingai ragautum vis kitų ledų, neužtektų gyvenimo patirti visus ledų skonius, tai suvokusį žmogų apėmė neviltis. Visos tyrimo metu atskleistos paradoksalaus pobūdžio dviveidžio graikų dievo Jano priešybės sunkiai telpa į linijinę gerai – blogai, nauda – žala, priežastis – pasekmė paradigmą. Todėl pirmiausia reikia sugrįžti prie

filosofinės tyrimo prieigos. Technologijos veikia metafiziniame lygmenyje įrėmindamos pasaulį (pagal Heidegerį) tokiu būdu, kad technologijų poveikis, teikiamas privalumas ar sprendimas, tuo pat metu pakeičia patį klausimą, nes pakeičia žmogaus gyvenamąjį pasaulį. Geriausias pavyzdys gali būti internetas, kuris pakeičia žmonių ryšius tam tikrose bendruomenėse, kartu pakeisdamas ir pačios bendruomenės suvokimą. Arba galime prisiminti Heidegerio pavyzdį apie atstumo išnykimą, sukeltą technologijų, kuris tuo pačiu metu meta iššūkį artumo suvokimui net sunaikindamas artumą. Šioje metafizinėje plotmėje fenomenologinės įžvalgos ir fenomenologinės tyrimo prieigos atrodo tinkamos, atveriančios kitą žmogaus egzistencijos plotmę, ypač turint omenyje Gadamer (1999) įžvalgas, kad nėra galimybių sukurti galutinių žinių, kad žinios ir kontekstas yra tarpusavyje persipynę, vienas kitą sąlygojantys ir kad įmanomos tik tam tikros žinių iteracijos, tam tikri priartėjimai.

Tačiau tai nepaneigia linijinio socialinių medijų naudojimo universitetinėse studijose suvokimo, išskiriančio jų teigimą poveikį ir iškylančius prieštaravimus. Tai tik leidžia suvokti, kad linijinės kategorijos yra tik vienas tiriamo reiškinio sluoksnis. Grįžtant prie patiriamo triuškinančio informacijos srauto, pasiekiančio mus per socialines medijas, Rheingold (2010) numato, kad ne visada ir ne visa informacija yra tinkama, daugeliu atvejų egzistuoja daugybė „informacinių šiukšlių“, kaip įvardija tyrimo dalyviai. Autorius kaip sprendimą siūlo medijų raštingumo, kuris apima dėmesį, dalyvavimą, bendradarbiavimą, tinklo ryšių suvokimą ir kritinį informacijos vartojimą, vystymo būtinybę. Be to, Siemens (2004) pabrėžia skirtingų specializuotų informacijos domenų sujungimo ir gebėjimo laisvai naviguoti informacijos jūroje svarbą. Panašiai Owen (2006) teigia, kad socialinių medijų terpėje galimybė prieiti prie įvairių informacijos resursų, įskaitant ir aukštos kokybės informacijos resursus, gali paskatinti žmones vystyti savo kritinį mąstymą tuo praturtinant savo mąstymo ir žinių valdymo procesus. Tyrimo dalyviai kalba apie patiriamus sunkumus valdant nenutrūkstamą informacijos srautą, fragmentišką, išbarstytą informacijos pobūdį ir pastovų iššūkį/poreikį rūšiuoti, atsirinkti, rasti tinkamą ir tinkamai pasirinkti informaciją. Tyrimo dalyviai taip pat mini kritinio mąstymo įgūdžių vystymo būtinybę. Tačiau netgi turint teorinius medijų raštingumo atsakymus, paradoksalaus pobūdžio dviveidžio Jano priešybės vis tiek yra patiriamos tyrimo dalyvių.

Grįždami prie fenomenologinio požiūrio, kuris pripažįsta sutrūkinėjusį, defragmentuotą, technologijų įrėmintą žmogaus pasaulį, prisiminkime Graikų dievo Jano mitą, gerai pritaikytą Arnod (2003) tam, kad atskleistų simultaninius dvinarius, sukeltus technologijų, tą pastoviai kintančią situaciją, kai atsakymas tuo pačiu metu pakeičia patį klausimą. Tokie dvinariai apima žmogaus tapatumo fragmentaciją, kai, anot vieno tyrimo dalyvio, „sukurti profiliai lyg ir savarankiškai bendrauja vienas su kitu“ tokiu būdu lyg ir maskuodami už profilio slypinčią žmogaus esmę, o kiti tyrimo dalyviai pastebi, kad talpinamas skaitmeninis turinys, video, garso takeliai, nuotraukos, tekstai ir vartojama kalba atskleidžia apie žmogų labai daug informacijos, kartais išryškina tapatumą daugiau negu įprastas bendravimas, arba privatumo fragmentaciją, kai vieni tyrimo dalyviai jaučiasi visiškai konfidencialiai „pasislėpdami“ už kompiuterio ekrano, o kiti norėtų atskleisti, kas paslėpta, panašiai kaip graikų dievas Momas graikų mituose, aptariamuose Van Mannen (2010). Be to, fenomenologiniai egzistenciniai žmogaus būties elementai atskleidžia pakitusius erdvės patyrimus, taip vadinamą atstumo išnykimą, kuris glaudžiai siejamas su laiko patyrimu, kai kartais laikas tampa taškiniu, puantilistiniu, pagal Bauman (2011) suspaudžiamas

į vieną tašką arba kitais atvejais remiantis asinchroniniu socialinių medijų režimu tampa išbarstytas erdvėje. Taip pat į bendrą paveikslą įsijungia sutrūkinėjęs, fragmentiškas bendravimas, atrodytų bendraudami su milžiniškomis socialinių medijų auditorijomis, bendruomenėmis kartais tyrimo dalyviai patiria, kad jie nebeįsitraukia į realų bendravimą. Ir netgi fiziškai būdami kartu, kartais žmonės lieka bendrauti socialinių medijų aplinkoje.

Kitas svarbus dalykas yra bendravimas ir dialogas, kurie pagal Biesta (2006) sudaro pedagoginio ryšio šerdį. Freire (2007) taip pat vertina bendravimą ir dialogą kaip pagrindinius komponentus, skatinančius transformacijas, pokyčius didaktikoje ir mokymesi. Tuo tarpu Weller (2007) pripažįsta, kad egzistuoja du skirtingi požiūriai į informacinėmis technologijomis grindžiamą mokymą(si): remiantis vienu didesnis dėmesys kreipiamas į turinį, o remiantis kitu daugiau pabrėžiamas bendravimas. Studentai, tyrimo dalyviai, stipriai pabrėžia bendravimo poreikį, ypač jie pabrėžia kuo neformalesnio studentų su dėstytojais bendravimo poreikį naudojantis visais galimais socialinių medijų teikiamais kanalais. Faktiškai jie išreiškia pirmenybę pedagoginiam dėstytojo ir studento ryšiui, paremtam neformaliu studento ir dėstytojo bendravimu, ir bendradarbiavimo atmosferai, tolerancijai ir studentų daugiafunkciškumo pripažinimui. Kaip teigia Van Mannen (2013), netgi patys geriausi dėstytojai gali tapti „toksiškais" aplinkose, kurios yra nejautrios bendravimui ir dialogiškam pedagoginiam dėstytojo ir studento ryšiui.

Čia reikėtų prisiminti, kad kai kurie autoriai fenomenologai išreiškia požiūrį, jog žmogaus lyg ir pasmerktas gyventi technologijų rėmuose, kyborgų egzistencijoje - suaižėjusiame, fragmentiškame pasaulyje. Pavyzdžiui, Adams (2010) teigia, kad švietime naudojamos technologijos negali būti laikomos neutraliais artefaktais, ir pateikia PowerPoint naudojimo auditorijoje pavyzdį, kaip mokymo patirtis gali būti ribojama skaidrių skaičiumi ir kaip skaidrių eiliškumas apibrėžia mokymo naratyvą, kai dažnas atsakymas į klausimą būna „Atsakysiu į jūsų klausimą, kai prieisime iki tam tikros skaidrės". Ir daugumoje atvejų, kai jau minėtoji skaidrė pasiekiama, atsakymas yra niekada nepateikiamas ir klausimas yra pamirštamas. Tačiau, nors ir atrodo lengvesnis kelias yra tiesiog veikti pagal technologijų uždedamus rėmus, žmonės turi valią ir kūrybiškumą, jie vis tiek gali rinktis, kaip jiems reaguoti į užduotą klausimą: išsiveržti iš technologijų įrėmintos realybės ir keisti mokymo naratyvą ar tiesiog elgtis pagal egzistuojančius rėmus. Net jeigu socialinės medijos universitetinėse studijose įrėmina dėstytojo veiklą, visgi dėstytojas turi pasirinkimo laisvę, kaip naudoti socialines medijas.

Tai labai susiję su viena iš temų – dėstytojų kūrybiškumu taikant socialines medijas universitetinėse studijose. Iš vienos pusės filosofai argumentuoja, kad technologijos įrėmina žmogaus būtį. Iš kitos pusės gerai žinomas Prometėjo mitas neša žinią, kad vienintelis išskirtinis bruožas, kurį turi žmonija, yra kūrybiškumas, simbolizuojamas ugnies, kurią Prometėjas davė žmonėms. Su būtinybe rinktis žmonės susiduria kiekvienoje savo prasmingoje veikloje, nesvarbu, ar jie gyvena technologijų įrėmintame pasaulyje, ar ne. Štai kodėl „mąstymas už dėžės ribų" arba kūrybiškumas yra taip labai vertinamas. Dėstytojų kūrybiškumo tema atskleidžia tai, kad, įsisavindami socialines medijas ir jas naudodami mokymui, dėstytojai demonstruoja tokias kūrybiškos asmenybės savybes, kurios padeda priimti naują informaciją ir ją taikyti įvairiais būdais. Galiausiai reikėtų pripažinti, kad įvairių požiūrių taikymas suteikia geresnių įžvalgų ir kartu leidžia geriau matyti įvairių pasirinkimų galimybes ir, aišku, geriau tas galimybes įvertinti.

Rekomendacijos

Rekomendacijų atspirties tašku galėtų tapti Castells (2007) išsakyta mintis, jog žmogus turi galimybę rinktis kaip jam naudoti technologijas, o ne veikti technologijų diktuojamuose rėmuose: „Informacijos amžius žada išlaisvinti neregėtą produktyvumo potencialą, paremtą mąstymo galia. Todėl galėsime leisti sau prabangą užsiimti dvasingumo paieškomis ir susitaikyti su gamta, neaukodami savo vaikų gerovės. Apšvietos epochos svajonė, kad protas ir mokslas išspręs žmonijos problemas, yra ranka pasiekiama. Vis dėlto tarp mūsų technologinės akceleracijos ir socialinio atsilikimo tvyro didžiulė praraja. Mūsų ekonomika, visuomenė ir kultūra yra paremtos interesais, institucijomis ir atstovavimo sistemomis, kurios iš esmės varžo kolektyvinį kūrybingumą, nusavina informacinių technologijų naujoves ir nukreipia mūsų energiją į autodestruktyvią priešpriešą. Taip neturėtų būti. Žmogaus prigimtyje nėra amžinojo blogio. Nėra nieko, ko negalima būtų pakeisti sąmoningu, tikslingu socialiniu veiksmu. Jei žmonės būtų informuoti, aktyvūs ir bendrautų tarpusavyje visame pasaulyje, jei verslas prisiimtų socialinę atsakomybę, jei medijos taptų pranešėjomis, o ne pranešimu, jei mes rodytume solidarumą, jei, susitaikę tarpusavyje, mes atsitrauktume vieni nuo kitų, kad atrastume savo vidujybę, galbūt tuomet galiausiai galėtume gyventi patys ir leisti gyventi kitiems, mylėti ir būti mylimi." (Castells, 2007, p. 396)

Egzistuoja požiūrių į socialinių medijų naudojimą universitetinėse studijose įvairovė pradedant ypač entuziastingais požiūriais ir baigiant gana atsargiais pastebėjimais. Tačiau akivaizdus faktas yra tas, kad socialinės medijos jau įžengė į universitetinių studijų aplinkas, naujesnės atsirandančios technologijos ir toliau skverbsis į mūsų gyvenimus, taip pat ir į švietimą. Dėstytojai neišvengiamai

susiduria su socialinių medijų naudojimu universitetinėse studijose ir būtinybe jas taikyti mokymui(si), jie daro viską, ką gali, tam kad išmoktų naudoti naujas socialinių medijų technologijas, prisitaikytų prie šių technologijų ir prie kintančių darbo vietos sąlygų.

Pirmoji rekomendacija, išplaukianti iš tyrimo, yra susijusi su tuo, kad socialinių medijų naudojimas pareikalauja iš dėstytojų pasitelkti visą savo kūrybiškumą, tam kad būtų įgyti reikalingi įgūdžiai socialinių medijų naudojimui universitetinėse studijose. Tačiau daugeliu atveju vyrauja požiūris, kad dėstytojai patys yra atsakingi už naujų technologijų ir naujų įgūdžių jas naudoti įsisavinimą, o tai dažniausiai priimama kaip papildomas darbo krūvis, kuris nėra niekur apskaitomas ir kuris sukelia papildomą stresą. Todėl reikėtų užtikrinti pastovią paramą dėstytojams įsisavinant naujų technologijų naudojimą universitetinėse studijose ir paskirti tam reikalingą laiką, taip pat reikėtų rasti būdų, kaip dėstytojų mokymus ir mokymąsi įtraukti į darbo krūvį. Taip pat reikėtų palaikyti ir skatinti dėstytojų dalijimąsi gerąja patirtimi, šio dalijimosi proceso nepaverčiant papildomu darbo krūviu.

Antroji rekomendacija, pagrįsta tyrimo įžvalgomis, remiasi tuo, jog studentai patiria dėstytojų ir studentų pedagoginio ryšio, pagrįsto mažiau formaliu bendravimu, poreikį, jie pasigenda tolerantiško požiūrio į studentų mokymosi veiklas, kuris kartais tampa iššūkiu dėstytojams. Formaliojo švietimo kontrole pagrįstos aplinkos neišvengiamai sukuria situaciją, kai stengiamasi besąlygiškai vykdyti tokią institucijų įsteigtą kontrolę, šis reiškinys sudaro biurokratinių sistemų esmę. Griaunantis visa apimančios kontrolės pobūdis yra analizuojamas mokslininkų ir rekomenduojama riboti kontrolę ar jos atsisakyti taikant kitas prieigas. Universitetai teikia formaliojo švietimo paslaugas ir universitetinės

studijos yra natūraliai reguliuojamas ir kontroliuojamas procesas. Tyrimo dalyviai: tiek dėstytojai, tiek studentai, teikia pirmenybę mažiau formaliam bendravimui tarp dėstytojų ir studentų. Jautraus pedagoginio ryšio, kuris skatina studentus mokytis ir vystytis atsižvelgiant į jų poreikius, svarba tampa nepaneigiama. Taigi, kartu su dėstytojų socialinių medijų universitetinėse studijose naudojimo įgūdžių formavimu taip pat turi būti skiriami resursai ir laikas supažindinti dėstytojus su naujausiomis didaktinėmis – filosofinėmis įžvalgomis bei teorijomis, kaip naudoti saityno 2.0 technologijas ir tokius jų pritaikymus, kaip socialinės medijos universitetinėse studijose.

Trečioji šiuo tyrimu pagrįsta rekomendacija skatina visų lygmenų švietėjus, tiek dėstytojus, tiek administratorius, apsvarstyti galimybę lavinti studentų socialinių medijų visokeriopą raštingumą: dėmesį, dalyvavimą, bendradarbiavimą, tinklo ryšių suvokimą ir kritinį informacijos naudojimą, ypatingą dėmesį skiriant studentų kritinio informacijos naudojimo įgūdžiams. Patys studentai tyrimo dalyviai patiria kritinio mąstymo įgūdžių poreikį, kad galėtų sėkmingai dorotis su nenutrūkstamu informacijos srautu. Kritinis mąstymas yra vienas iš aukščiausių mąstymo įgūdžių, remiantis Bloom'o taksonomija, ir tikrai turėtų rasti vietą dėstytojų mokymo veiklų repertuare. Taip pat dėstytojai galėtų veikti kaip „patikimi informacijos filtrai" arba „gerai nusimanantys asmenys".

Gairės būsimiems tyrimams

Fenomenologinis tyrimų pobūdis leido prasiskverbti į socialinių medijų naudojimo universitetinėse studijose reiškinio dimensijas, tačiau, reikia prisiminti, kaip teigia Gadamer (1999), kad žinios glaudžiai susiję su jų kontekstais ir baigtinės nekintamos žinios vargu ar yra įmanomos. Šio tyrimo rėmuose buvo atliktas fenomenologinis tyrimas septyniuose Europos universitetuose, atliekant didesnį kiekį giluminių fenomenologinių interviu doktorantės institucijoje. Taigi kita ateities tyrimų sritis galėtų būti didesnis kiekis giluminių fenomenologinių interviu kituose universitetuose, bandant palyginti rezultatus skirtinguose kultūriniuose kontekstuose.

Taip pat egzistuoja tebesitęsianti teorinė diskusija dėl socialinių medijų naudojimo universitetinėse studijose. Selvyn (2012) pastebi, kad ši diskusija kol kas nėra pagrįsta išsamiais tyrimais ir turi daugiau spekuliatyvų pobūdį. Egzistuoja daug neatsakytų klausimų dėl socialinių medijų naudojimo universitetinėse studijose. Situaciją dar labiau komplikuoja dviveidžio graikų dievo Jano paradoksalių priešybių būdingumas technologijoms; žmogaus naudojamos technologijos sukuria dvinarius prieštaravimus, kuriems būdinga tai, jog koks nors patobulinimas ar sprendimas įvardijamas kaip technologijų siūlomas atsakymas, kuris tuo pačiu metu pakeičia ir klausimą ar bandytą išspręsti problemą. Selvyn (2012) dar pastebi, kad platesnis socialinių medijų naudojimo universitetinėse studijose kontekstas išlieka prieštaringas. Pirmiausia, išlieka vartotojų priėjimo prie interneto ir socialinių medijų įrankių naudojimo galimybių skirtumai, priklausantys nuo socialinių ir ekonominių veiksnių (Jones and Fox, 2009). Be to, ne visos veiklos socialinių medijų terpėje yra susiję su švietimo kontekstais Selvyn (2009). Dar vienas problematiškas klausimas yra tas, kad optimistiškos viltys, jog socialinės medijos atveria neribotas galimybes kolektyvinei kūrybai, ima atrodyti sunkai pasiekiamos. Dauguma socialinių medijų vartotojų teikia pirmenybę pasyviam žinių naudojimui ir kūryba dažniausiai apsiriboja vartotojo

profilio sukūrimu. Norėčiau pasiremti Selvyn (2012), kuris nurodo dvi pagrindines problemas, reikalaujančias tyrimų:

1) diskusija dėl formaliojo aukštojo mokslo institucijų (mūsų atveju, universitetų) pobūdžio ir formaliojo švietimo ypatumų bei galimų pokyčių skaitmeninių technologijų amžiuje;

2) galimybių integruoti socialines medijas švietimo aplinkose, teikiant tinkamą paramą.

Kalbant apie institucionalizuotas universitetines studijas socialinės medijos, taip vadinamos „ardančios technologijos", natūraliai meta iššūkį ir kelia klausimus institucionalizuotam švietimui, kuriam būdingas tam tikrų nuomonių, filosofinių prieigų ir politinių sprendimų konglomeratas, į kurį įeina tai, kas yra vertinga ir tinkama švietime, ko ir kaip reikėtų mokyti(s) (Standish, 2008). Todėl visiškai sutinku su Selvyn (2012) iškeltu teiginiu, kad institucionalizuoto universiteto pobūdžio problematika skaitmeninių technologijų amžiuje atveria platų tyrimų lauką.

Dar viena plati tyrimų sritis, kuri kelia daugiau klausimų negu yra atsakymų, yra socialinių medijų integravimas į universitetinį švietimą. Kyla klausimų, kaip gali būti vertinamas kolektyvinis studentų darbas, studijų kokybės kontrolė, paminėta administratorių tyrimo dalyvių, kaip geriausiai susieti mokymo turinį, grindžiamą socialinėmis medijomis, kokią paramą geriausia teikti dėstytojams ir studentams sudarant sąlygas prasmingam edukaciniam socialinių medijų naudojimui universitetinėse studijose. Panašius klausimus kelia Crook (2008) kalbėdamas apie stiprią bazę ir mokymo(si) valdymą aplinkose, kuriose vyrauja technologijos.

Išvados

Išvados atskleidžia glaustai išdėstytas įžvalgas išplaukiančias iš tyrimo rezultatų, perteikiant jų ryšį su tyrimo uždaviniais. Remiantis tyrimo rezultatais struktūriškai pateikiami esminiai pastebėjimai ir trumpai pristatoma tyrimo metu atskleista socialinių medijų naudojimo universitetinėse studijose reiškinio sandara. Reikia pažymėti, kad dėl įsigalėjusio dualistinio mąstymo praktinė reiškinio dimensija atskleidžia teigimą socialinių medijų naudojimo universitetinėse studijose poveikį ir esminius prieštaravimus, iškylančius naudojant socialines medijas. Tačiau šie prieštaravimai įgyja paradoksalų dviveidžio senovės graikų dievo Jano metaforišką priešybių pobūdį, kuriam yra charakteringa neapibrėžtumas ir paradoksalumas, kai socialinių medijų naudojimas universitetinėse studijose sukelia netikėtas pasekmes. Socialinių medijų naudojimas universitetinėse studijose sukelia pokyčius laiko, erdvės ir ryšių prasmės suvokimuose, kurie įgyja tiek teigiamą, tiek neigiamą prasmę. Esminės fenomeno temos apima žmogaus kūrybiškumą ir pedagoginį ryšį, kurie iš esmės priklauso žmogiškajam gyvenamajam pasauliui, o ne technologijų pasauliui.

Socialinės medijos vis labiau skverbiasi į aukštojo mokslo aplinkas, rasdamos vietą ir universitetinėse studijose. Tyrimo pradžioje buvo keliamas klausimas: kaip dėstytojai, studentai ir administratoriai supranta ir įprasmina savo socialinių medijų naudojimo universitetinėse studijose patirtį? Todėl pabaigoje apžvelgiama reiškinio struktūra. Tyrimas atskleidė daugialypę, daugiasluoksnę socialinių medijų naudojimo universitetinėse studijose struktūrą, tarpusavyje persipynusias reiškinio dimensijas.

Praktinėje dimensijoje arba sluoksnyje matome dviveidžio graikų dievo Jano priešybes ir teigiamus socialinių medijų naudojimo universitetinėse studijose aspektus. Šalia tokių teigimų socialinių medijų naudojimo universitetinėse studijose aspektų, kaip: išplėstas bendravimas, dalijimasis informacija, galimybė pasiekti didelį žmonių skaičių tuo pat metu, informacijos vizualizavimas, plati ir įvairiapusė informacijos paieška, simuliacijos (įtraukiant visus sensorius), naujos kūrybiškumo formos, ekonomiškumas, resursų tausojimas, egzistuoja paradoksalios dviveidžio graikų dievo Jano dvinarės priešybės. Šios priešybės yra glaudžiai persipynę su teigiamais aspektais, tai ir suponuoja tam tikras išvadas. Plati ir įvairiapusė informacijos paieška, informacijos gausa reikalauja socialinių medijų raštingumo įgijimo tam, kad būtų galima susidoroti su nenutrūkstamais informacijos srautais. Demokratiškas laisvas bendravimas socialinių medijų terpėje susikirsdamas su formaliojo švietimo institucijų hierarchine struktūra reikalauja universitetinių studijų demokratizavimo, tuo pat metu pereinant nuo dėstytojo, žinių perteikėjo, vaidmens į dėstytojo, patarėjo, vaidmenį. Nors tyrimo dalyviai jaučiasi išsaugantys privatumą, kai gali pasislėpti už kompiuterio ekrano, tačiau dažnai patiriama, kad naudojant socialines medijas universitetinėse studijose studijų ar darbo vieta ima skverbtis į privačią erdvę.

Be to, fenomenologiniai egzistenciniai žmogaus būties elementai, apimantys laikiškumą ir erdviškumą yra labai artimai tarpusavyje persipynę, kas taip pat leidžia daryti tam tikras išvadas. Tyrimo dalyviai patiria erdvę kaip įvairių veiklų vietą, todėl kinta dėstytojo darbo vietos suvokimas, nes daug dėstytojo ir studentų veiklų persikelia į socialinių medijų terpę. Dėstytojai tyrimo dalyviai patiria laiką kaip stresą ar papildomą darbo krūvį, skirtą socialinių medijų įsisavinimui arba bendravimui su studentais socialinių medijų terpėje, atsakinėjant į studentų klausimų laviną, tai rodo, kad socialinių medijų naudojimas universitetinėse studijose reikalauja naujo požiūrio į dėstytojų darbo krūvio reguliavimą; visi šie iššūkiai kelia rimtus vadybinius klausimus, kaip valdyti pakitusias darbo vietas humanišku būdu, nepaliekant vien dėstytojams patiems ieškoti išeičių. Dažnai tyrimo dalyviai laiką patiria kaip praradimą, dėmesio blaškymą ar atitraukimą, tai dar kartą patvirtina socialinių medijų raštingumo poreikį.

Socialinė fenomeno dimensija atskleidžia esminę pedagoginio ryšio palaikymo temą, kas taip pat suponuoja tam tikras išvadas. Išryškėja jautraus demokratiško pedagoginio dėstytojo ir studento ryšio, kuriam būdinga bendradarbiavimo atmosfera, studentų daugiafunkciškumo pripažinimas, studentų veiklų palengvinimas, lankstumas, tolerancija, pirmenybės teikimas neformaliam bendravimui, poreikis, todėl reikalingi resursai supažindinti dėstytojus su naujausiomis didaktinėmis – filosofinėmis teorijomis ir įžvalgomis, tokiu būdu dėstytojai kaip „patikimi informacijos filtrai“ ar „nusimanantys asmenys“ užtikrindami jautrų pedagoginį ryšį galėtų atliepti studentų poreikį. Nors socialinių medijų technologijos, anot mokslininkų, keičia universitetines studijas įrėmindamas pasaulį, pedagoginio ryšio tarp dėstytojų ir studentų svarba demonstruoja, kad žmogiškasis faktorius išlieka svarbiausias. Studentai tyrimo dalyviai patiria ypač stipriai išreikštą poreikį neformaliai bendrauti su dėstytojais visais galimais socialinių medijų kanalais, o dėstytojai tyrimo dalyviai patiria tai kaip grėsmę privatumui ar darbo vietos ir laiko skverbimąsi į asmeninę erdvę. Tai pat dėstytojai tyrimo dalyviai patiria universiteto kaip institucijos, kaip socialinio veiksnio, stimuliuojantį poveikį jų kūrybiškumui padedant jiems įsisavinti ir naudoti socialines medijas universitetinėse studijose, tačiau kai kurie tyrimo dalyviai tai patiria kaip prievartą.

Galiausiai individo dimensijoje išryškėja dėstytojų kūrybiškumo sužadinimo tema, kuri taip pat atskleidžia tam tikra išvadas. Tyrimas įrodo, kad pedagoginis ryšys ir kūrybiškumas glūdi „kyborgiškos“ egzistencijos šerdyje. Kūrybiškumas padeda dėstytojams rasti originalius sprendimus netikėtose situacijose naudojant socialines medijas universitetinėse studijose ir kartu akivaizdžiai demonstruoja, kad žmonės daro pasirinkimus ir priima sprendimus nors ir technologijų įrėmintuose pasauliuose.

TYRIMO REZULTATŲ APROBAVIMAS

Disertacijos tema išleistos publikacijos, paskelbtos recenzuojamuose periodiniuose ir mokslo leidiniuose:

1. Šliogerienė J., Valūnaitė Oleškevičienė G. (2014) Confronting Social Media in Higher Education. Socialinių mokslų studijos, 6(2): 390-402.
2. Mažeikienė V., Vaičiūnienė V., Valūnaitė Oleškevičienė G. (2013) Social Media in Adult Education. Vilnius: MRU.
3. Šliogerienė J., Valūnaitė Oleškevičienė G. (2012) Social Media in Teaching Practices: Lecturer Attitude. Societal Innovations for Global Growth, 1(1): 376-384.

Konferencijos:

1. Tarptautinė mokslinė konferencija „SOCIN“ 2104 m. spalio 23-24 d. Mykolo Romerio universitetas. Pranešimas „Social Media Implications in Higher Education“, pranešimo santrauka p. 125, http://socin2014.mruni.eu/wp-content/uploads/2014/10/D_2014-10-22.pdf
2. Tarptautinė mokslinė 6-oji LKPA konferencija „ Kalbos, kultūra, globalizacija“ (2012 06 4-5 dienomis). Pranešimas „Social Media in Educational Change“ (Socialinės medijos ugdymo kaitoje).

Erasmus vasaros mokykla doktorantams

Dalyvavo Erasmus vasaros mokykloje doktorantams „Reconfiguring Values and Knowledge for Sustainable development“ 5 ECTS (Vertybių ir žinių performavimas darniam vystimuisi, Erasmus Summer School 2012) Agros, Kipre 2012 m. rugpjūčio 5-26 d. Stovyklos tarp-disciplininė programa buvo orientuota į naujų technologijų reflektavimą ir jų panaudojimo analizę, apsvarstant jų poveikį švietimui ir visuomenei.

INFORMACIJA APIE AUTORĘ

1. Vardas, pavardė	GIEDRĖ VALŪNAITĖ OLEŠKEVIČIENĖ	
2. El. paštas	gentrygiedre@gmail.com	
3. Išsilavinimas		
Mykolo Romerio universitetas	Edukologijos doktorantūros studijos	Studijų pradžia 2011
Lietuvos edukologijos universitetas	Anglų kalbos filologijos magistro laipsnis ir mokytojo kvalifikacija	1999–2001
Lietuvos edukologijos universitetas	Anglų kalbos filologijos bakalauro laipsnis ir mokytojo kvalifikacija	1995–1999
4. Darbo patirtis		
2008 – dabar	Mykolo Romerio universitetas, Politikos ir vadybos fakultetas, Filosofijos ir humanistikos institutas, Lektorė, Profesinės užsienio k. (anglų, rusų, vokiečių) dėstymas Socialinės politikos fakultete, mokymo metodinių priemonių, programų, egzaminų ir įskaitų užduočių, mokslinių straipsnių rengimas ir publikavimas, inovatyvių mokymo priemonių rengimas ir taikymas anglų kalbos mokyme, interaktyvios profesinės anglų kalbos mokymo medžiagos rengimas, mokomosios medžiagos rengimas nuotolinėms studijoms, dalyvavimas naujų mokymo programų kūrime.	
2001 – 2010	Vilniaus pedagoginis universitetas, Anglų kalbos katedra, Asistentė, Profesinės anglų kalbos dėstymas gamtos fakultete ir Socialinės Komunikacijos Institute, taip pat dabartinės anglų kalbos dėstymas anglų filologijos studentams, mokymo metodinių priemonių, egzaminų ir įskaitų užduočių rengimas.	
5. Mokslinės veiklos kryptis (Mokslinių interesų sritys)	Edukologija, Anglų profesinės kalbos dėstymo metodika ir ypatumai, kalba, literatūra ir kultūra, vertimo problemos.	

APPENDICES

Appendix 1. Letter of informed consent

Dear Participant,

You are invited to take part in a qualitative research on the experiences of the experience of social media use in university studies. You are asked to participate in the research because you are considered to have certain expertise on social media use in university studies and I would highly appreciate your sharing of your insights. This form is part of a process called "informed consent" to allow you to understand the research before deciding whether to take part.

This research is being conducted by a researcher named Giedrė Valūnaitė Oleškevičienė, who is a doctoral student at Mykolas Romeris University.

The aim of the present research is to investigate the phenomenon of social media use in university studies based on its participants' lived experience by researching how university study participants: teachers, students and administrators make sense of social media use in university studies through their own lived experience.

If you agree to participate in this research, you will be asked to participate in an interview, which will be recorded and transcribed. The interview will take roughly an hour and will be conducted at your convenience.

Your participation in the research is voluntary. This means that I will respect your decision of whether or not you want to be in the research. If you decide to join the research now, you can still change your mind during the research. If you feel stressed during the research you might stop at any time. You might skip any questions that you feel are too personal.

I would like to stress that there are no potential physical or emotional risks involved with the present research.

Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this research. Also, the researcher will not include your name or anything else that could identify you in any reports of the research. All data will be kept securely. You might ask any questions you have now. A copy of this form will be provided to you. If you have questions later, you might contact the researcher via email at gvalunaite@mruni.eu.

Statement of Consent:
I have read the above information and I feel I understand the research well enough to make a decision about my involvement. By signing below, I am agreeing to the terms described above.

Name of Participant
Date of consent
Participant's Signature
Researcher's Written Signature

Appendix 2. Sutikimas dalyvauti tyrime

Gerbiamas tyrimo dalyvi,

Jūs esate maloniai kviečiamas dalyvauti kokybiniame tyrime, kuriame tiriamas socialinių medijų naudojimo universitetinėse studijose fenomenas, koncentruojantis į universitetinių studijų dalyvių patirties prasmę. Jūs kviečiamas dalyvauti tyrime, todėl kad turite pakankamai patirties naudojant socialines medijas universitetinėse studijose ir norėčiau Jūsų maloniai paprašyti, kad sutiktumėte pasidalindami savo kaip eksperto (-ės) patirtimi. Tai yra sutikom dalyvauti tyrime forma ir tikiuosi, kad paaiškinimai žemiau padės Jums apsispręsti ar dalyvauti tyrime.

Šį tyrimą vykdo tyrėja Giedrė Valūnaitė Oleškevičienė, kuri yra doktorantūros studijų studentė Mykolo Romerio Universitete.

Šio **tyrimo tikslas** yra ištirti socialinių medijų naudojimo universitetinėse studijose fenomeną remiantis universitetinių studijų dalyvių išgyventa patiritmi (lived experience), tiriant kaip dėstytojai, studentai ir administratoriai įprasmina socialinių medijų naudojimą universitetinėse studijose remdamiesi savo išgyventa patirtimi (lived experience).

Jei sutiksite dalyvauti tyrime, Jūs būsite prašomas duoti interviu, kuris bus įrašomas ir vėliau transkribuojamas. Interviu apytiksliai užims apie valandą ir bus vykdomas Jums patogiu laiku.

Jūsų dalyvavimas tyrime yra visiškai savanoriškas, tai reiškia, kad Jūsų sprendimas dalyvauti tyrime ar ne bus gerbiamas. Netgi jei Jūs apsipręsite dalyvauti tyrime dabar, vėliau Jūs galėsite pakeisti savo nuomonę bet kuriuo tyrimo metu. Jeigu tyrimo metu Jūs jausite stresą, Jūs galite nutraukti savo dalyvavimą bet kuriuo metu. Jeigu Jūs jausite, kad klausimas pernelyg asmeniškas, Jūs turite teisę į jį neatsakinėti.

Taip pat noriu pabrėžti, kad Jūs nepatirsite jokios emocinės ir kitokios rizikos dalyvaudamas šiame tyrime.

Bet kokia informacija, kurią Jūs pateiksite, bus konfidenciali. Aš, kaip tyrėja, nenaudosiu Jūsų informacijos jokiems tikslams už tyrimo ribų. Taip pat į tyrimo aprašymą neįtrauksiu Jūsų vardo ar kitos informacijos, kuri galėtų atskleisti Jūsų tapatybę. Visa tyrimo medžiaga bus saugiai laikoma. Jei kyla klausimai, Jūs galite klausti dabar. Taip pat šios formos kopiją aš atiduosiu Jums ir jei Jūs turėsite kokių nors klausimų vėliau, galite kreiptis į mane el. paštu: gvalunaite@mruni.eu

Sutikimo patvirtinimas:
Aš susipažinau su aukščiau pateikta informacija ir suprantu pristatytą tyrimą pakankamai, kad galėčiau priimti sprendimą jame dalyvauti. Pasirašydama(-as) šią formą aš sutinku dalyvauti disertaciniame tyrime.

Tyrimo dalyvio vardas, pavardė
Data
Tyrimo dalyvio parašas
Tyrėjo parašas

Giedrė Valūnaitė Oleškevičienė

MAKING SENSE OF SOCIAL MEDIA USE IN UNIVERSITY STUDIES: Doctoral Dissertation. – Vilnius: Mykolas Romeris University, 2016. 194 p.
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The aim of the present research is to investigate the phenomenon of social media use in university studies based on its participants' lived experience by researching how university study participants: teachers, students and administrators make sense of social media use in university studies through their own lived experience. The meaning is revealed through exploration of teacher, student and administrator personal stories of social media use in university studies. Qualitative inductive content analysis by Elo and Kyngas (2007) was chosen as a core method for this PhD research. This method was integrated with the phenomeonlogical hermeneutics by Lindseth and Norberg (2004). The research revealed multiple dimensions of the phenomenon. It should be noted, that due to the power of dualistic perception the practical dimension of the phenomenon represents positive effects and contradictions of social media use in university studies. However, the contradictions acquire binary Janus-faced characteristic of uncertainty and paradox when social media use in university studies demonstrates unintended consequences. Social media use in university studies also causes changes in experiencing time, space and relations which acquire new (both positive and negative) meaning. The essential themes of the phenomenon embrace human creativity and pedagogical relationship which essentially belong to human living world not to technology world. The research participants experience spatiality as social media space used for various activities related to teaching and learning which causes the changing perception or the redefinition of the working place. It is acutely felt by the teacher research participants that their time is sometimes perceived as stress or additional load, especially time devoted for mastering social media or answering the avalanche of student questions which shows that social media use in university studies demands a new approach to teacher workload and its regulation. There also stands out the necessity of sensitive democratic teacher – student pedagogical relationship characteristic of cooperative atmosphere, acknowledging students multitasking, facilitating student activities, flexibility, tolerance, preference of informal communication. The research proves that pedagogical relationship and human creativity are still at heart of technological "cyborgian" existence.

Disertacinio tyrimo tikslas yra ištirti socialinių medijų naudojimo universitetinėse studijose fenomeną remiantis universitetinių studijų dalyvių išgyventa patirtimi, tiriant kaip dėstytojai, studentai ir administratoriai įprasmina socialinių medijų naudojimą universitetinėse studijose remdamiesi savo išgyventa patirtimi. Reiškinio prasmė atskleidžiama tiriant dėstytojų, studentų ir administratorių asmeninį patyrimą, naudojant socialines medijas universitetinėse studijose. Kokybinė indukcinė turinio analizė pagal Elo ir Kyngas (2007) pasirinkta kaip pagrindinis tyrimo metodas ir šis metodas apjungtas su fenomenologine hermeneutika pagal Lindseth ir Norberg (2004). Remiantis tyrimo rezultatais struktūriškai pateikiami esminiai pastebėjimai ir trumpai pristatoma tyrimo metu atskleista socialinių medijų naudojimo universitetinėse studijose reiškinio sandara. Reikia pažymėti, kad dėl įsigalėjusio dualistinio mąstymo praktinė reiškinio dimensija atskleidžia teigimą socialinių medijų naudojimo universitetinėse studijose poveikį ir esminius prieštaravimus, iškylančius naudojant socialines medijas. Tačiau šie prieštaravimai įgyja paradoksalų dviveidžio senovės graikų dievo Jano metaforišką priešybių pobūdį, kuriam yra charakteringa neapibrėžtumas ir paradoksalumas, kai socialinių medijų naudojimas universitetinėse studijose sukelia netikėtas pasekmes. Socialinių medijų naudojimas universitetinėse studijose sukelia pokyčius laiko, erdvės ir ryšių prasmės suvokimuose, kurie įgyja tiek teigiamą, tiek neigiamą prasmę. Esminės fenomeno temos apima žmogaus kūrybiškumą ir pedagoginį ryšį, kurie iš esmės priklauso žmogiškajam gyvenamajam pasauliui, o ne technologijų pasauliui. Tyrimo dalyviai patiria erdvę kaip įvairių veiklų vietą, todėl kinta dėstytojo darbo vietos suvokimas, nes daug dėstytojo ir studentų veiklų persikelia į socialinių medijų terpę. Dėstytojai tyrimo dalyviai patiria laiką kaip stresą ar papildomą darbo krūvį, skirtą socialinių medijų įsisavinimui arba bendravimui su studentais socialinių medijų terpėje, atsakinėjant į studentų klausimų laviną, tai rodo, kad socialinių medijų naudojimas universitetinėse studijose reikalauja naujo požiūrio į dėstytojų darbo krūvio reguliavimą. Išryškėja jautraus demokratiško pedagoginio dėstytojo ir studento ryšio, kuriam būdinga bendradarbiavimo atmosfera, studentų daugiafunkciškumo pripažinimas, studentų veiklų palengvinimas, lankstumas, tolerancija, pirmenybės teikimas neformaliam bendravimui, poreikis. Tyrimas įrodo, kad pedagoginis ryšys ir kūrybiškumas glūdi „kyborgiškos" egzistencijos šerdyje.

Giedrė Valūnaitė Oleškevičienė
MAKING SENSE OF SOCIAL MEDIA USE IN UNIVERSITY STUDIES
Doctoral Dissertation

Maketavo *Aistė Varniackaitė*

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